



SYNERGIES: SETTLEMENT, INTEGRATION AND LANGUAGE LEARNING

INSIDE



“Newcomers complement the skills of the domestic labour force, bring new investments and innovative practices, help to open trade routes with their countries of origin and enhance cultural diversity.”

– TD Economics, 2012

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OVERVIEW

“Mastering language fluency and cross-cultural communication quickly is critical for immigrant success and building strong, two-way global connections in our economy.”

— Ontario Immigration Strategy, 2014

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“...newcomers think they have adequate communication and language skills but employers do not.”

– Maytree, 2015

THE NEED FOR THIS PROJECT

The province of Ontario continues to welcome newcomers from around the world. Newcomers are key to growing the Canadian economy. Learning an official language accelerates the settlement journey.

In 2015, a research project was conducted that tested the theory that task-based learning using a municipal immigration information online portal could accelerate language learning and settlement in tandem. The results were so promising that this guide was developed to assist other communities across Ontario in developing similar learning opportunities. Task based learning is emerging as a best practice across Ontario and Canada.

The guide is based on the Canadian Language Benchmarks (CLB)/*Niveaux de compétence linguistique canadiens (NCLC)*, and the Common European Framework of Reference (CEFR) in an ESL and FSL classroom. These concepts will be further explored later in this document.

This guide outlines how to use a municipal immigration portal as a platform to develop task-based learning tools in partnership with a language provider.

For those who want the best for everybody – this is very exciting.



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BENEFITS

This section outlines the benefits of developing a local task-based learning partnership:

TO COMMUNITIES

We share in the collective responsibility of creating the kinds of communities we want to live in. Prosperous, healthy, vibrant communities are the result of engaged, active residents. Language skills are critical to social, civic and financial inclusion. When residents can work, volunteer and participate in leisure and civic activities, communities are stronger, safer and healthier. Communities across Canada are experiencing a skills shortage. Newcomers arrive with skills. Language proficiency is essential to ensuring those skills are utilized, benefiting local economies.

TO NEWCOMERS

Newcomers to Ontario understand that language learning, settlement and becoming job ready is a journey and will take time. Many newcomers, understanding the necessity of language proficiency to successful settlement, have acquired some English and French language skills in advance of their arrival. Task-based learning has the potential to accelerate the journey, promoting the further development of language and settlement simultaneously.

TO LANGUAGE PROVIDERS

Language providers are professionals committed to helping newcomers realize success in their new communities. Like all professionals, language providers are eager to learn best practices, apply emerging, leading edge strategies and add to their suite of skills and knowledge. Language providers are always searching for ways to make learning authentic and relevant for learners. Using a MIIO site as part of instruction does just that.

TO MUNICIPAL IMMIGRATION INFORMATION ONLINE SITES (MIIO)

MIIO sites are purpose-built tools, designed specifically and exclusively to assist newcomers in navigating their new communities and accelerating their settlement journey. MIIO sites routinely share best practices. Working in partnership with a language provider is a natural fit for both language providers and MIIO sites. A partnership allows for greater exposure of the MIIO site with newcomers in an environment supported by a language instructor. It also allows MIIO sites to build upon their success by engaging in innovative practices grounded in research.

TO LOCAL IMMIGRATION PARTNERSHIPS (LIP)

“The long term vision for LIPs is to support the development of self – sustaining, multi-sectoral partnerships at the local community level, so that newcomer needs are integrated seamlessly into the community planning process, and community specific strategic priorities are identified and action plans implemented to improve newcomer outcomes...” (CFP: Issued by CIC August 25, 2010)

Like MIIO sites and language providers, LIPs are purpose-built bodies designed for the expressed objective of meeting the needs of newcomers. While the structures, roles and models of LIPs across Ontario differ, the mandate does not. LIPs can act as a resource to MIIO sites and language provider partners potentially facilitating: access to data to inform grants, facilitating meetings to bring partners together, mobilizing community service providers to participate in the partnership, or advocating for local support for a new project.



PARTNERSHIPS

*“Coming together is a beginning;
keeping together is progress;
working together is success.”*

— Henry Ford

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PARTNERSHIPS

This section describes the key partners necessary for this project and outlines the synergies that can occur as a result of their collaboration.

MUNICIPAL IMMIGRATION INFORMATION ONLINE (MIIO) PROGRAM – MUNICIPAL IMMIGRATION PORTALS

The MIIO program was established to “increase the online capacity, resources and information provided to immigrants by municipalities” (Grants Ontario). There are over 35 municipal immigration portals in Ontario. Municipal immigration portals offer one-stop, community-based immigration information, designed to welcome, support, attract and retain newcomers to their communities.

To view the municipal immigration portal in your area, visit: [Ontario Immigration, Living in Ontario](#).

LOCAL IMMIGRATION PARTNERSHIPS (LIPS)

Local Immigration Partnership (LIPs) exist throughout Ontario, serving as mechanisms to develop local partnerships and community-based planning around the needs of residents and newcomers.

Across Ontario, the relationships and links between municipal immigration portals and LIPs vary. In some communities, the LIP can help facilitate the development of the partnerships required for the *Synergies* project, and help promote its use. While working with the LIP can bring added benefits, it is not required.

ENGLISH AS A SECOND LANGUAGE (ESL)/FRENCH AS A SECOND LANGUAGE (FSL) TRAINING FOR ADULT NEWCOMERS

ESL and FSL training classes for adult newcomers are offered through local school boards across Ontario to those meeting the eligibility requirements.

To learn more about ESL/ FSL classes and to find the school board(s) offering language classes in your area, visit: [Ontario Ministry of Citizenship and Immigration, Learn English or French](#).

PARTNERSHIPS

SYNERGY FROM PARTNERSHIPS

The Oxford Dictionary defines synergy as “the positive benefit that occurs when two or more activities are combined. This means that the resultant combination is in some way superior to the separate entities.”

The relationship between municipal immigration portals and community ESL/FSL training classes can create a synergy to enhance language learning, leading to the accelerated settlement and integration of newcomers.

Of benefit to the ESL/FSL classroom, municipal immigration portals provide:

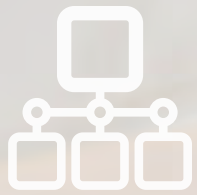
- Authentic resources and information in the host language (e.g., public transportation schedules, local restaurant menus)
- Relevant, community-based content, set in the context of everyday life
- Information to accomplish a task (e.g., attending a community event, joining a recreation activity, getting a health card, voting, registering for school)
- The platform for the development of essential skills (e.g., digital technology)

Of benefit to MIIO sites, ESL/FSL training classes provide:

- Reach to a large number of newcomers who may not be familiar with the municipal immigration portal
- An environment that promotes the purposeful, in-depth use of the municipal immigration portal by newcomers, supported by a language instructor

Most importantly, the synergies created through these partnerships have the potential to build newcomers' language skills, confidence in speaking a new language, and knowledge of their community, thereby accelerating settlement and integration.





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DELIVERY PLAN

There are key elements that need to come together to implement this project.

PARTNER REQUIREMENTS

A Municipal Immigration Information Online (MIIO) site requires:

- An operational portal with current, local content
- A local school board, with ESL/FSL training programs
- A community committed to the successful settlement of newcomers

A school board requires:

- An ESL/FSL training program
- A commitment to innovative thinking and evidence-based instructional practices
- Language instructors open to new learning

As leaders in the community, MIIO sites and school boards are invested in newcomer success. Bringing these partners together to accelerate settlement through improved language skills is an example of the types of partnerships that make Ontario strong.

For some MIIO sites and school boards, this may be an opportunity to strengthen partnerships, in others, to create new ones. The starting point, is a conversation and a mutual desire to improve settlement and language skills for newcomers. How this project may develop, may look different in different communities.



DELIVERY PLAN

FUNDING

Implementing this project is a relatively low cost project. School boards and municipalities may decide to fund this independently. Alternatively, external funders may be interested in funding this type of project. Check federal and provincial funding bodies for open calls for proposals.

Historically, projects like this align with federal and provincial objectives, and may be eligible for funding for a variety of reasons, such as:

- Accelerating the successful settlement and integration of newcomers
- Reducing language proficiency as a barrier to successful labour market attachment
- Building capacity in the settlement sector to meet the needs of francophone communities
- Promoting partnerships to find efficiencies and to achieve better results
- Promoting pathways to social inclusion and civic engagement
- Complementing and improving existing programs (e.g., language training services, municipal immigration portals, health promotion, community safety)

When applying for funding, partners need to determine who will be the principal applicant, the roles and responsibilities assigned to each, as well as who will be responsible for the administration of funds.

ROLES AND RESPONSIBILITIES

Roles and responsibilities associated with this project will look differently in every community.

In the case of the Region of Durham project, additional funding was obtained. Region of Durham was the principle applicant, responsible for administering the contract, local content and all reporting. The Durham District School Board was responsible for developing and administering training to existing instructors as well as supporting instructors in the development of the learning materials for their ESL classrooms.





OVERVIEW OF THE CLB/NCLC



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OVERVIEW OF THE CLB/NCLC

The Synergies project incorporates the principles of the Canadian Language Benchmarks (CLB).

The CLB is the national standard used to describe the second language proficiency of adult immigrants and prospective immigrants for living and working in Canada. It is the framework for learning, teaching, program planning, and assessment of languages in Canada. The *Niveaux de compétence linguistique canadiens* (NCLC) is the parallel French standard.

The CLB/NCLC consist of 12 benchmarks that are divided into three levels: basic (1-4), intermediate (5-8), and advanced (9-12). Each benchmark provides a description of communicative abilities in four skill areas: listening, speaking, reading and writing. A learner can be at different benchmarks in different skill areas.



The guiding principles state that the CLB/NCLC are (CLB, 2012):

Competency-based: Competency statements stress what a learner can do in English. Competencies may be understood as the demonstrable application of knowledge and skills by individual learners.

Learner-centred: Competencies should be embedded in tasks and contexts that are purposeful, relevant, and meaningful to the learner, and tailored to the individual's abilities and learning style.

Task-based: A communicative 'real world' instance of language use to accomplish a specific purpose in a particular context.

Stress community, study and work-related tasks: Language is used in specific social contexts with particular individuals.

Using a municipal immigration portal to support and inform task-based learning directly connects with the guiding principles of the CLB/NCLC.

To learn more about the CLB/NCLC, visit [The Centre for Canadian Language Benchmarks](#).



OVERVIEW OF THE CEFR



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OVERVIEW OF THE CEFR

The Synergies project incorporates the principles of the Common European Framework of Reference.

The *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (CEFR) is a framework of reference developed by the Council of Europe. It is used in over 160 countries throughout Europe and around the world. The CEFR is language neutral and has been translated into 40 languages. The uses of the framework include learning, teaching, program planning, and assessment of languages.

The CEFR has influenced the Kindergarten to Grade 12 curricula of ministries of education in Ontario and in several other provinces across Canada.

The CEFR organizes language proficiency into six broad levels: A1 and A2 (Basic User); B1 and B2 (Independent User); and, C1 and C2 (Proficient User). Each level provides descriptions of four communicative activities: reception, interaction, production, and mediation – in both oral and written form.

The key concepts of the CEFR include (CEFR, 2001):

‘Can do’ Descriptors: ‘Can do’ descriptors are statements that describe what a learner can do in the language. They provide descriptors of language activities and language competences.

The Action-oriented Approach: The action-oriented approach views learners as ‘social agents’ who use language in order to interact with others and accomplish meaningful, real-life tasks.

Tasks: “Tasks are actions that are performed strategically by one or more people using their own specific competences to achieve a result.”

Plurilingualism: Plurilingualism recognizes that different languages are not kept in separate compartments in our brains. As such, language learners build a linguistic repertoire, developing competences and skills that come from learning a language, but also through the synergies between the other languages they know. In an ESL/FSL class, learners are encouraged to draw on all their resources, including the languages they already speak, and apply the most effective strategies to accomplish tasks in the target language.

There are many similar principles between the Canadian Language Benchmarks (CLB) and the CEFR. In fact, when compared to the CEFR, the CLB was found to have strong concurrent validity (CLB, 2011).



To learn more about the CEFR, visit [The Council of Europe: Education and Languages, Language Policy](#)



ACTION-ORIENTED TASKS IN THE ESL/ FSL CLASSROOM

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ACTION-ORIENTED TASKS IN THE ESL/FSL CLASSROOM

In recent years, there has been a marked shift from learning “about” a language to **living a language**. This shift in thinking is reflected in the **action-oriented approach** (AOA), promoted in the Common European Framework of Reference (CEFR). The AOA views learners as ‘social agents’ who use language in order to interact with others and accomplish meaningful tasks. This approach has changed the way that language education is taught, emphasizing oral communication and the need to build language competencies that allow learners to function in real-life, everyday situations. This is accomplished in part through task-based learning.

Tasks are actions performed by the learner using the learner’s competencies to achieve a given result, such as getting a health card or planning a night out in the community.

In a classroom where task-based learning occurs, learners prepare for the task through a series of communicative activities designed to build the learners’ competencies. Once the learners are ready to complete the task, they would perform the task in a classroom simulation.

Task-based learning is especially important in an ESL/FSL class for newcomers as it provides the structure to build the competencies necessary to accomplish goals required to settle and integrate effectively within the community, such as buying groceries and speaking to a child’s teacher.

Task-based learning allows newcomers to prepare for, and simulate tasks in a safe and supportive learning environment before completing those tasks in the real world.

CREATING AN ACTION-ORIENTED TASK

When building an action-oriented task, the following checklist outlines what elements are needed:

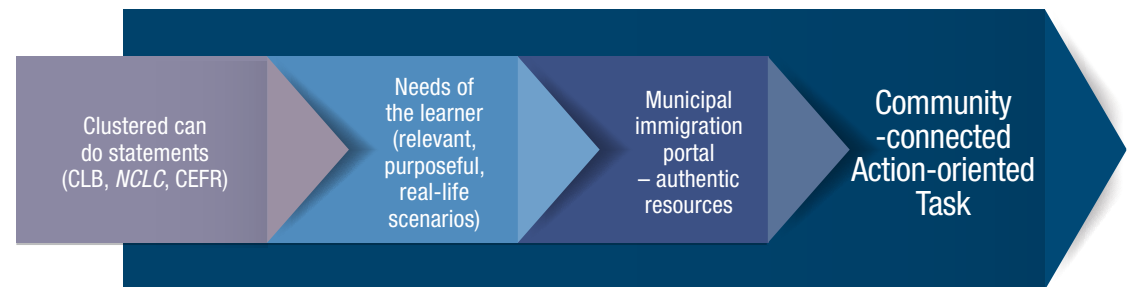
- ✓ Learners are ‘social agents’ who use the target language to carry out tasks that have a tangible result
- ✓ Communication is spontaneous, purposeful, set in the context of everyday life
- ✓ Scenarios are authentic and promote the use of authentic resources and texts
- ✓ There is a problem to be solved, an objective to be achieved, or a goal to be accomplished, subject to certain parameters and constraints
- ✓ Learners are required to draw upon their competencies and make choices – to think and act strategically

ACTION-ORIENTED TASKS IN THE ESL/FSL CLASSROOM

Task-based learning is not only a guiding concept of the CEFR, but is also one of the guiding principles of the Canadian Language Benchmarks (CLB) and the *Niveaux de compétence linguistique canadiens (NCLC)*.

To create an action-oriented task, begin with the can do statements from the language standard being used in the classroom (i.e., CLB/NCLC, CEFR). Cluster the can do statements in a logical manner to maximize learning.

Reflect upon the needs of the learner to determine what tasks will best support settlement and integration within the community, focusing on relevant, purposeful, real-life scenarios.



Visit the local municipal immigration portal to explore possible authentic resources that will help support the learning needed to perform the task.

SAMPLE ACTION-ORIENTED TASK

Presented here is a sample task for basic users, working at CLB 3/4 and CEFR A2. The learners would work toward building their knowledge and skills during the learning block to be able to complete the task at the end of the period of instruction. The hyperlinks in this task bring the learners to their municipal immigration portal (in this case the Durham Immigration Portal), where they can access practical, real-life information from their community.

More sample tasks, like the task shown here, are available in the document [Exploring the Region of Durham Through Task-based Learning](#).

TASK

You are new to Canada and want [health care](#). You received your Health Card and want to find a family [doctor](#). Research how Health Care Connect can help you. Call Health Care Connect to speak to an agent and share your personal information.

The Health Care Connect agent will also talk to you about:

- Your medical history
- Your family's medical history

Oral Interaction Task
Speak with the Health Care Connect agent and give your personal information. Discuss your health care needs and the needs of your family.

Writing Task
Your friend, who is also a newcomer, wants to know how to apply for an OHIP card and how to find a family doctor. Write an e-mail and explain the procedure. Share the conversation you had with the Health Care Connect agent to help your friend feel more comfortable about calling.

ACTION-ORIENTED TASKS IN THE ESL/FSL CLASSROOM

EXPLORING THE REGION OF DURHAM THROUGH TASK-BASED LEARNING

[Exploring the Region of Durham through Task-based Learning](#) is a digital English language learning tool that provides action-oriented tasks framed by content of the Durham Immigration Portal. The tasks presented in this document are in keeping with the language standards of both the Canadian Language Benchmarks (CLB) and the Common European Framework of Reference (CEFR).

This resource was the result of a joint partnership between the Region of Durham and the Durham District School Board. It is available publicly online and can be downloaded from the [Durham Immigration Portal](#). This document includes a variety of tasks at various benchmarks/levels that can be easily modified to other municipal immigration portals.

BUILDING AN ACTION-ORIENTED LEARNING BLOCK

Now that a task has been determined, it is necessary to plan the learning block that will support learners in completing the end task. This process is known as backward design, as you are beginning with the end product (the task) and working backward to inform programming.

A learning block is a unit of study whereby the learners acquire the competencies necessary to complete the task. The culmination of the learning block is the performance and assessment of the task. For example, a learning block might be based on the task “ordering at a restaurant.” During the learning block, learners would work toward being able to complete the task of ordering at a restaurant by participating in a variety of communicative learning activities.

DURHAM
Immigration Portal

**Exploring the Region of Durham
Through Task-based Learning**

Living in English, **Discovering Durham**

Module One – Living in Durham: Welcome to Durham
Module Two – Working in Durham: Getting a Job in Durham
Module Three – Learning in Durham: Going to School in Durham
Module Four – Living in Durham: Getting Health Care in Durham
Module Five – Settling in Durham: Eating Out in Durham
Module Six – Settling in Durham: Emergency 911 in Durham

DURHAM REGION DURHAM DISTRICT SCHOOL BOARD Ontario

ACTION-ORIENTED TASKS IN THE ESL/FSL CLASSROOM

In the task shown here, possible communicative activities might include:

- [Reading menus from local restaurants](#)
- Role playing
- [Participating in an inside/outside circle activity to practise greetings, leave-taking and goodwill expressions](#)
- Calculating a tip
- Exploring international food
- Surveying the class on food preferences
- [Food safety \(Dine Safe\)](#)
- Practising expressions of politeness
- [Participating in guided teaching using an interactive slideshow](#)
- Understanding a restaurant bill

Click on the hyperlinks above to view examples of the communicative activities that were used in the Region of Durham.

Eating Out in Durham

[Find a restaurant in Durham](#) and take a friend there for dinner. Look at the menu and order your meal from the waiter/waitress. You both want a drink, a starter, a main course and a dessert. Unfortunately, you only have \$30.00 each. Don't forget about taxes and a tip! The waiter/waitress will ask you these questions:

- How are you today?
- Are you ready to order?
- What can I get for you?

After your meal, ask the waiter for the bill and make sure that the total cost is less than \$60.00 for you and your friend.

Oral Interaction Task

Order dinner at a restaurant on a limited budget.

Writing Task

Send an email to another friend to tell him/her about your meal. Describe the restaurant and the service and suggest that one day you eat there together.

ACTION-ORIENTED TASKS IN THE ESL/FSL CLASSROOM

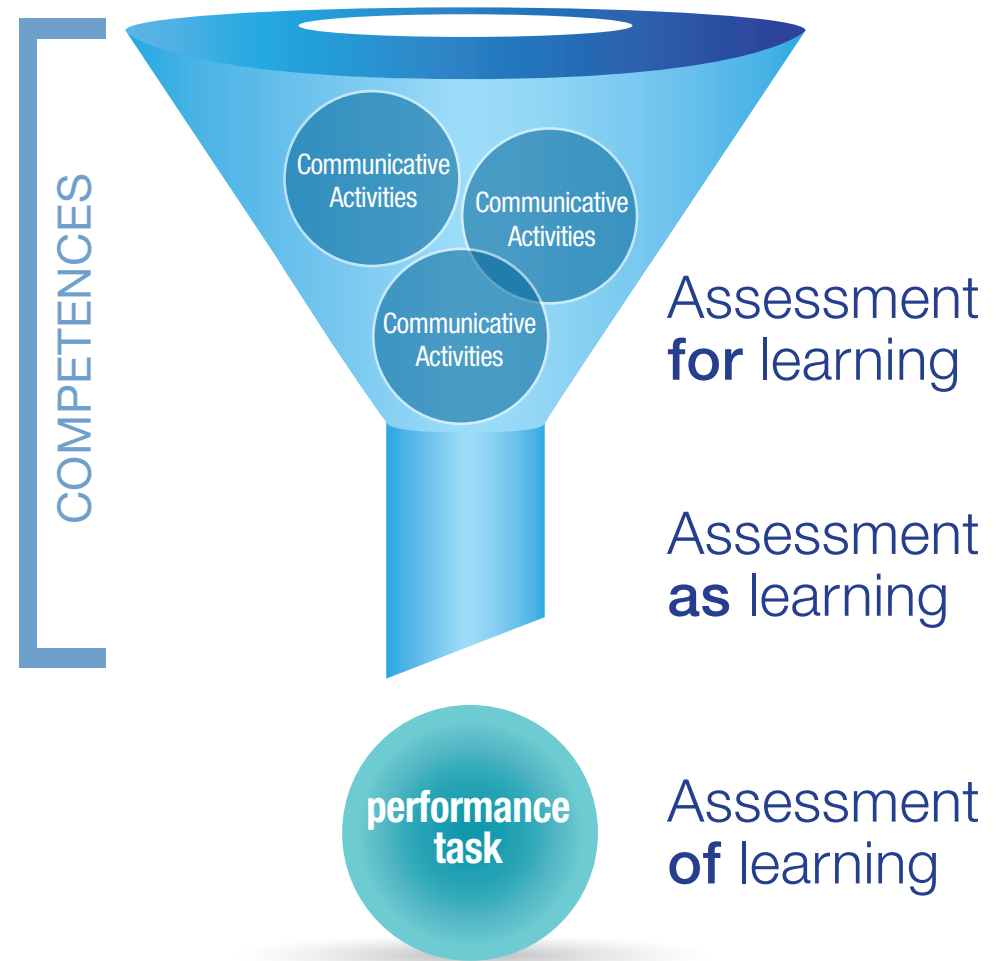
Various forms of assessment would occur throughout the learning block to improve learning.

While learners are preparing for the task through various communicative activities, **assessment for** learning would occur. In this kind of assessment, learners are provided with timely, descriptive feedback to identify where they are, and what they need to do next to improve their performance. Instructors would also use this information to identify gaps between where the learners are, and where they need to be to perform the task successfully and would adjust their programming accordingly.

Assessment as learning would also occur during the learning block. Assessment as learning helps students to become “independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning” (Growing Success, 2010).

Assessment of learning (evaluation) occurs most often towards the end of the learning block. During this kind of assessment, the learner demonstrates what he/she has learned/can do. The performance of the task (e.g., ordering at a restaurant) at the end of the learning block is an example of assessment of learning.

Click here to view the [assessment of tool](#) used in the Region of Durham to assess the learners completing the performance task of ordering at a restaurant.



ACTION-ORIENTED TASKS IN THE ESL/FSL CLASSROOM

TRAINING FOR INSTRUCTORS

A key element to the success of this project is training for instructors. As such, a slideshow has been developed for that purpose.

This training will:

- Outline the potential benefits of replicating this project
- Highlight the *Ontario Immigration Strategy*
- Provide an overview of municipal immigration portals and ESL/FSL language training for adult newcomers
- Demonstrate the synergy that can exist between a municipal immigration portal and ESL/FSL language training
- Share the findings from the Region of Durham case study that support this approach
- Provide an overview of the action-oriented approach and task-based learning and make connections with the CLB, *NCLC*, and CEFR
- Share practical tools to implement task-based learning using a municipal immigration portal in a language class
- Hear instructor and learner voice supporting this project

The slideshow includes speaker notes to assist the person delivering the training.

[To view the slideshow, click here.](#)





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HOW WE KNOW THIS WORKS

This section provides evidence supporting the case for the implementation of this project in other communities, providing a local case study and the perspective of an international expert in second language education.

LOCAL FINDINGS: THE REGION OF DURHAM CASE STUDY

This summary provides the context in which the Region of Durham case study was developed, including a brief description of the Region, key partners, as well as an overview of the preliminary resources that shaped this work. The summary describes the case study, provides the methodology and research findings and lastly, how this study is contributing to the international research on the linguistic integration of newcomers.

[Click here to read the summary from the Region of Durham](#)

AN INTERNATIONAL PERSPECTIVE DR. ENRICA PICCARDO

Dr. Piccardo's work centres on second/foreign language education and teacher development. Dr. Piccardo is a specialist of the *Common European Framework of Reference for Languages* and language education and is recognized internationally as an expert

in her field. Dr. Piccardo is an Associate Professor at the Ontario Institute for Studies in Education at the University of Toronto and at the Université Joseph Fourier in Genoble, France.

[Click here to read more from Dr. Piccardo](#)





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MEASURING OUTCOMES

Measuring outcomes is one way of finding out if the work being done is having an impact. It provides the opportunity to reflect on that work, to determine which strategies have been effective and where there may be gaps. Measuring outcomes provides the opportunity to have conversations, informed by data, to help with planning and decision-making. Measuring outcomes will help answer the question “did we make a difference?” as a result of the work being done.

In adult ESL/FSL classrooms where municipal immigration portals are being used to support task-based learning, data can be gathered for many purposes, including to measure if newcomers are better off as a result of the project.

When determining if newcomers are better off as a result of this project, the following guiding questions might be helpful to explore:

Has this language program influenced adult newcomers’:

- Knowledge about, and engagement within the community?
- Access to essential services in the community?
- Motivation to attend language classes and to learn English/French?
- Confidence levels in English/French?



MEASURING OUTCOMES

TOOLS TO COLLECT DATA

Reliable data can be collected in different ways. The most common methods are **questionnaires**, **interviews** and **focus groups**, with each method providing a different scope.

Questionnaires give a good overview of what a group of people think of, and report on, one or more specific topic. Pre-and post-questionnaires are helpful tools to measure impact as a result of the work that has been done.

Interviews and focus groups allow a deeper exploration of visions, opinions, perceptions and feelings related to a topic or an experience. Interviews can be semi-structured, which means that a series of questions prepared in advance are proposed to the interviewee but there is space for further, more personal, development of answers. Focus groups gather a number of participants who share a similar profile and/or a similar experience. The group exchange during focus groups usually helps to take the discussion to a more in-depth level.

GETTING CONSENT WHEN COLLECTING DATA

When conducting research and gathering data in classrooms, depending on who is gathering the data and for what purpose the data is being used, approval from the school board may be required. It is recommended to consult the local school board policy on research to determine what the application process might be and what steps, such as obtaining signed, informed consent from participants, might be necessary.

SAMPLE RESOURCES TO HELP WITH GATHERING DATA

In order to facilitate gathering data in your area, sample resources have been provided from the research project conducted at the Region of Durham. They include:

1. [Consent letter for instructors](#)
2. [Consent letter for learners](#)
3. [Consent letter for MIIO staff](#)
4. [Pre and post questionnaires for instructors \(relating to training\)](#)
5. [Pre and post questionnaires for learners](#)
6. [Focus group questions for learners](#)
7. [Focus group questions for instructors](#)
8. [Focus group questions for MIIO staff](#)
9. [Durham District School Board External Research Application template](#)

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Leaders

This collaboration was made possible by Dr. Hugh Drouin, Commissioner, Social Services Department, Regional Municipality of Durham, Martyn Beckett, former Director of Education, Durham District School Board and Lisa Millar, current Director of Education, Durham District School Board.

The vision and production of this project were made possible by the principle writer, research co-ordinator and project facilitator, Danielle Hunter, Durham District School Board, Enrica Piccardo, University of Toronto, and Audrey Andrews, LIP lead and MIIO manager, Regional Municipality of Durham.

Contributors

To the many organizations and individuals who contributed to the vision of this project, the research, the development of the guide and the promotion of its use – thank you.

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The adult learners at Continuing Education, Durham District School Board

You can access
this guide at
www.durhamimmigration.ca



APPENDICES

SYNERGIES: Settlement, Integration & Language Learning





**ACTION-ORIENTED
TASKS IN THE ESL/
FSL CLASSROOM**

Name: _____

Eating Out in Durham – Choosing a Restaurant

There are lots of great restaurants in Durham that serve food from all around the globe! Visit [the Durham Immigration Portal](#) and learn more about many restaurants in your backyard. By clicking [here](#), you will discover food locations across the region. Find three restaurants on the list where you would like to eat. Find the restaurant website by doing an internet search and review the menu. Complete the following information based on your choices. After reviewing three restaurants, select one that you would like to visit, giving three reasons why you made that choice.

Name of restaurant:		Name of restaurant:		Name of restaurant:	
Location:		Location:		Location:	
Type of food:		Type of food:		Type of food:	
What I will order:		What I will order:		What I will order:	
ITEM	COST	ITEM	COST	ITEM	COST
Drink:		Drink:		Drink:	
Appetizer:		Appetizer:		Appetizer:	
Main:		Main:		Main:	
Dessert:		Dessert:		Dessert:	
Total cost of meal with tax and tip:		Total cost of meal with tax and tip:		Total cost of meal with tax and tip:	
I would like to visit _____ (name of restaurant) because: <ul style="list-style-type: none"> • • • 					

Name: _____

Eating Out in Durham

You and your classmate are making plans to go out to eat. Compare the restaurant you chose with the choice of a classmate. Justify your choice and convince your classmate that your pick is the best option.

MY CHOICE		MY CLASSMATES' CHOICE	
Name of restaurant:		Name of restaurant:	
Location:		Location:	
Type of food:		Type of food:	
What I will order:		What he/she will order:	
ITEM	COST	ITEM	COST
Drink:		Drink:	
Appetizer:		Appetizer:	
Main:		Main:	
Dessert:		Dessert:	
Total cost of meal with tax and tip:		Total cost of meal with tax and tip:	
Reasons supporting my selection:		Reasons against his/her selection:	

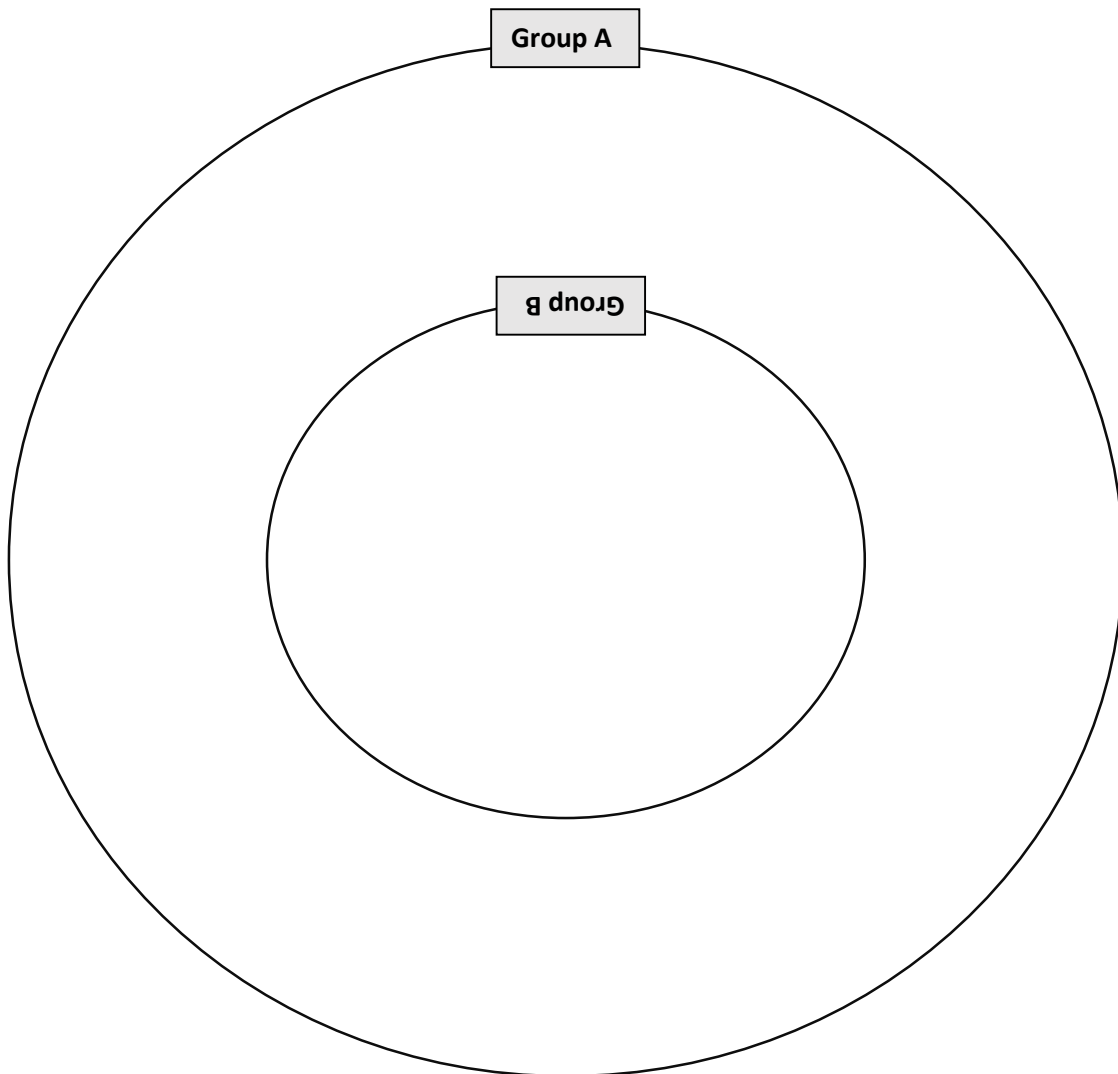
Eating Out in Durham – Ordering at a Restaurant Inside/Outside Circle Activity

Note to instructor:

Print off a PDF of a menu such as http://www.montanas.ca/pdf/menu_dinner.pdf

Have every student complete the chart (see attached).

Divide the class into two groups. Half the group stands in a circle facing outward while the other half forms a circle around them facing inward. Group A will play the role of server while group B will play the role of customer. Students exchange information until the instructor signals the outer circle to move in one direction. The students now have a new person to role play with. Practice this activity multiple times, aiming to have the customer speak without the speaking notes. Be sure to change the roles so that all students experience being the server and the customer.



Name: _____

Eating Out in Durham – Ordering at a Restaurant Inside/Outside Circle Activity

The questions below are questions that you will most likely be asked at a restaurant. Using the menu provided, prepare your answers to the questions. Don't forget your greetings and leave-takings! Get ready to be approached by the restaurant staff!

Welcome to Montana's! Do you have a reservation?

For how many people?

What can I get you to drink?

Would you like an appetizer to start?

And for your main entrée?

Can I clear your plate?

How was your meal?

Here is the dessert menu. Can I get you coffee, tea or dessert?

Here is the bill. How would you like to pay?

Thank you for visiting. Please come again.

Eating Out in Durham – Dine Safe

Visit the Durham Immigration Portal to learn more about [DineSafe Durham](#). Complete the following questions:

1. Why does the Durham Region Health Department take food safety seriously?
2. What is DineSafe Durham?
3. What does the by-law require?
4. Describe what the following inspection summary signs mean.



Green:



Yellow:



Red:

Name: _____

Eating Out in Durham – Dine Safe

5. Review the three restaurants that you explored earlier in the learning block on the DineSafe website. Click on “Inspection results.” Have any of the three restaurants been inspected? If so, what were the findings?

Restaurant #1: _____

Findings:

Restaurant #2: _____

Findings:

Restaurant #3: _____

Findings:

6. Would your findings from question #5 influence whether you visited these restaurants?
7. Find a restaurant that has had the colour posting “Red – Closed.” Why was the restaurant closed?
8. What advice would you give a friend who was considering eating at the restaurant in question #7?

EATING OUT IN DURHAM





PART 1: MAKING PLANS TO GO OUT TO EAT

EATING OUT IN DURHAM



Hi! How are you doing?

Hi! It is great to see you again!

Hi! How are you doing?

Hey! What's up!

I am well. How are you doing?

Hi! It's great to see you too!

I'm fine, thank you. How are you?

Not much? You?



I am hungry! Would you like to go out to eat?

I am starving! Would you like to get some food?

It's lunch time! Would you like to get a bite to eat?

No thanks. I am not hungry

Yes! I would love to go out to eat.

That would be great! I am hungry too.



What do you feel like?

Do you feel like _____?



How about _____. What do you think?

I feel like _____. How about you?

I love _____. And you?

No. I do not like _____. What about _____.





Where would you like to go?

What restaurant?

Would you like to eat at _____?

I would like to go to _____

How about _____

I am thinking _____

No. I do not like that restaurant. How about _____





When would you like to go?

How about _____?

I would like to go at _____. Is that okay?

How about _____. Does that work?

_____ is perfect.

No. That won't work. How about _____?



Do we need a reservation?

How about _____?

Yes. The restaurant is very busy.

Yes. Good idea.

No. The restaurant is not busy.



Great! I will see you at _____.

Looking forward to it! See you then!

See you at _____.

Yes. See you then!

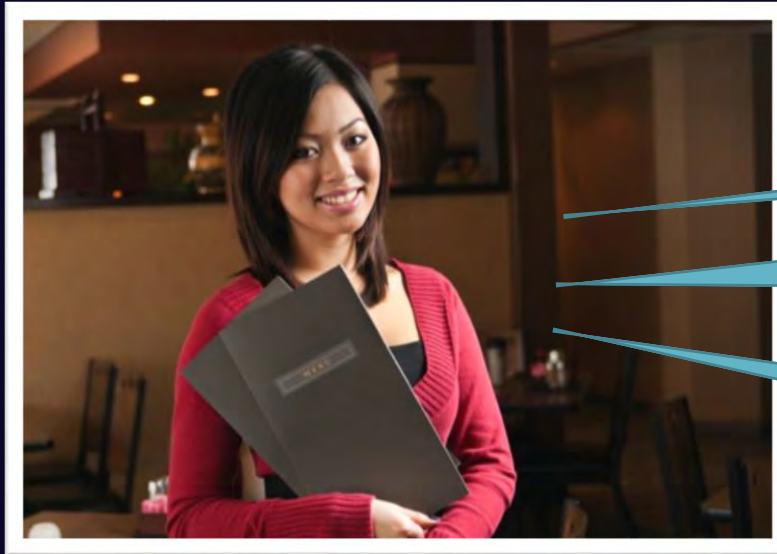
Oh no! I have to cancel. I forgot I have _____.



PART 2: ORDERING AT A RESTAURANT

EATING OUT IN DURHAM

The Hostess
The Host



Hello! Welcome! Do you have a reservation this evening?

Welcome to _____. A table for how many this afternoon?

Good evening! There is a wait tonight of 30 minutes. Did you want a table at the bar while you wait? And for how many?

Hello. We do have a reservation under the name _____.

Hello. No we don't have a reservation. Do you have a table?

Hi. A table for two please, near the fireplace if possible.

Sure. We will wait at the bar. It is for two people.

Oh no. That is too bad. We will have to come back another time. Thanks.

Great. Follow me.
Have a seat. Your server will be here shortly.

The Server
The Waiter
The Waitress



Hello! My name is _____ and I will be your server today. The specials for today are _____. Can I start you with a drink?

Good afternoon. My name is _____. I will be taking care of you today. Here are your menus.

I would like _____ (drink) please.

Just water please.

What do you have on tap?

Thank you.



I will be back in a moment to take your order.

The Server
The Waiter
The Waitress



Are you all set to order? What can I get for you?

Do you have any questions about the menu?

It looks like you have decided. Can I start you with an appetizer?

I will have _____ to start.

We will get _____ as an appetizer to share.

No, I don't have any questions. I will have _____.

That sounds good. I will start with _____.



The Server
The Waiter
The Waitress



And what can I get you for your main entrée?

Excellent choice. And for your main?

I would like _____.

What do you have that is vegetarian? (gluten-free, halal, etc.)

It is a hard decision! What do you recommend? Ok.
I will have _____.



Great. Your order will be out shortly.



And here is your food. Can I get you anything else?

Here you are. Be careful. The plate is hot.

Here you are. Would you like fresh ground pepper?

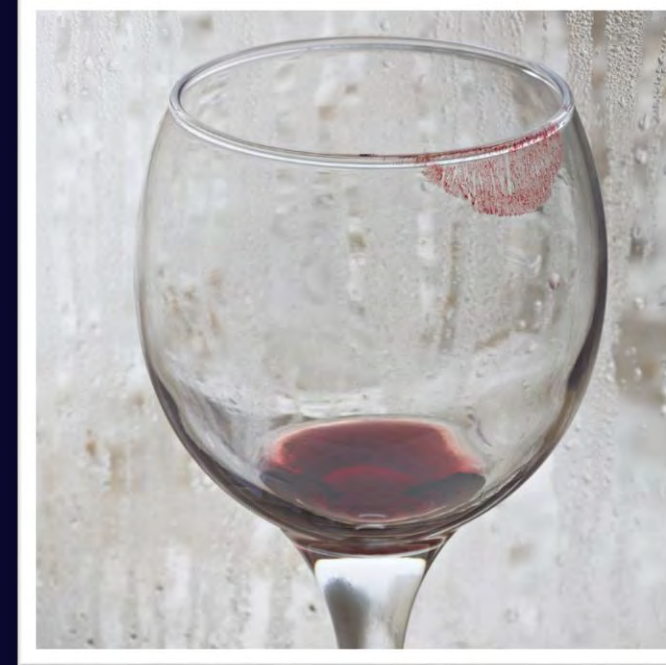
Great. Thank you.

Looks delicious!

No thanks.



Bon appetit!



Excuse me. There is _____.

?

CLB 7 Only

I am terribly sorry. I will get you a new _____
right away.

There will be no charge for your meal.



Are you finished? Can I take your plate?

Looks like you are all done. Would you like the rest packed up?

Can I take your plate? How was your meal?

Yes please. The meal was delicious!

The meal was terrible! It was _____.



Did you save room for dessert?

Can I interest you in coffee, tea and dessert?

Yes please. I would like _____.

No thank you. I am too full.



Just the bill please

Excuse me. Can we please have the bill?



I will bring it right out.

Here you are. Is that cash or credit? Can I bring you any change?



Thank you for visiting _____. We hope to see you again soon!

Thank you.

You're welcome. The food was great!

IMAGE REFERENCES

Slide 3

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Slide 4

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Slide 5

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Slide 13

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Slide 17

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Slide 18

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Slide 20

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Name: _____

Date: _____

Eating Out in Durham

Performance Task Assessment – CLB 3/4

Competency Statement	Level				Notes
LISTENING					
<ul style="list-style-type: none"> Can understand simple social exchanges, including greeting, introductions and leave taking 	1	2	3	4	
<ul style="list-style-type: none"> Can understand expressions used in a restaurant situation 	1	2	3	4	
SPEAKING					
<ul style="list-style-type: none"> Can initiate and respond to greetings, leave-takings in interactions 	1	2	3	4	
<ul style="list-style-type: none"> Can initiate and respond to appropriately in short routine exchanges about self and another person 	1	2	3	4	
<ul style="list-style-type: none"> Can use simple questions 	1	2	3	4	
<ul style="list-style-type: none"> Can ask for clarification, repetition if needed 	1	2	3	4	
<ul style="list-style-type: none"> Can order a drink, a starter, a main course and a desert from the server 	1	2	3	4	
<ul style="list-style-type: none"> Can follow language conventions 	1	2	3	4	
<ul style="list-style-type: none"> Can ask for the bill 	1	2	3	4	
<ul style="list-style-type: none"> Can complete the payment 	1	2	3	4	
READING					
<ul style="list-style-type: none"> Can get basic information from a menu 	1	2	3	4	
<ul style="list-style-type: none"> Can identify restaurant headings (e.g., Dessert) 	1	2	3	4	
<ul style="list-style-type: none"> Can identify pricing and stay in the right price range 	1	2	3	4	
<ul style="list-style-type: none"> Can find details on a bill (including taxes) to pay the correct amount, including tip 	1	2	3	4	
WRITING					
<ul style="list-style-type: none"> Can write a greeting, leave-taking and short social message 	1	2	3	4	
<ul style="list-style-type: none"> Can write a few sentences to describe the restaurant, the meal and the service provided 	1	2	3	4	
<ul style="list-style-type: none"> Can follow spelling and language conventions 	1	2	3	4	
<ul style="list-style-type: none"> Can express likes and dislikes 	1	2	3	4	

Name: _____

Date: _____

Eating Out in Durham

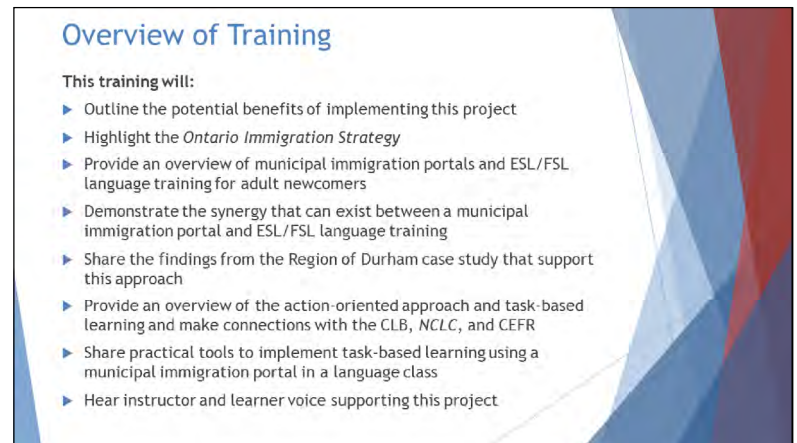
Performance Task Assessment – CLB 7

Competency Statement	Level				Notes
LISTENING					
• Can understand moderately complex social exchanges	1	2	3	4	
• Can understand moderately complex communication intended to influence or persuade	1	2	3	4	
SPEAKING					
• Can open, maintain and close a short formal conversation	1	2	3	4	
• Can introduce a person formally	1	2	3	4	
• Can ask follow up questions to keep the conversation going	1	2	3	4	
• Can confirm own comprehension by repeating and paraphrasing	1	2	3	4	
• Can order a drink, a starter, a main course and a desert for yourself and a friend from the server	1	2	3	4	
• Can follow language conventions	1	2	3	4	
• Can ask for the bill and complete the payment	1	2	3	4	
READING					
• Can get information from a more complex menu	1	2	3	4	
• Can comprehend more specialized vocabulary	1	2	3	4	
• Can identify pricing and stay in the right price range	1	2	3	4	
• Can find details on a bill (including taxes) to pay the correct amount, including tip	1	2	3	4	
WRITING					
• Can convey personal messages in informal correspondence	1	2	3	4	
• Can describe the experience at the restaurant, the difficulties ordering, the service received and the great food that was enjoyed	1	2	3	4	
• Can use moderately complex grammar and syntax structures, and an expanded range of vocabulary	1	2	3	4	
• Can use good paragraph structure with clearly expressed main ideas and adequate supporting details	1	2	3	4	
• Paragraphs are developed and joined appropriately	1	2	3	4	



TRAINING FOR INSTRUCTORS

A key element to the success of this project is training for instructors. As such, a slideshow (shown here) has been developed for that purpose.



This training will:

- Outline the potential benefits of implementing this project
- Highlight the *Ontario Immigration Strategy*
- Provide an overview of municipal immigration portals and ESL/FSL language training for adult newcomers
- Demonstrate the synergy that can exist between a municipal immigration portal and ESL/FSL language training
- Share the findings from the Region of Durham case study that support this approach
- Provide an overview of the action-oriented approach and task-based learning and make connections with the CLB, *NCLC*, and CEFR
- Share practical tools to implement task-based learning using a municipal immigration portal in a language class
- Hear instructor and learner voice supporting this project

Potential Benefits from Implementing this Project

Benefits to learners and the community:

- ▶ Improving the settlement and integration of newcomer families using the municipal immigration portal
- ▶ Improving English or French language learning for newcomers

Benefits to instructors:

- ▶ Building instructional strategies around task-based learning (evidence-based)
- ▶ Reflecting on teaching and learning strategies
- ▶ Knowing the impact of these strategies on learner proficiency and motivation

As will be seen throughout this presentation, there are many possible benefits in implementing this project both for learners and the community, as well as for language instructors.

Benefits to **learners** and the **community** include:

- Improving the settlement and integration of newcomer families using the municipal immigration portal
- Improving English or French language learning for newcomers

Benefits to **instructors** include:

- Building instructional strategies around task-based learning (evidence-based)
- Reflecting on teaching and learning strategies
- Knowing the impact of these strategies on learner proficiency and motivation

Settlement, Integration and Language Learning in Ontario



A NEW DIRECTION
ONTARIO'S IMMIGRATION STRATEGY

"Ontario is the province of choice for newcomers. Our economic future depends on helping our newcomers integrate successfully into their communities and the workplace.

We know that when our newcomers succeed, our province succeeds."

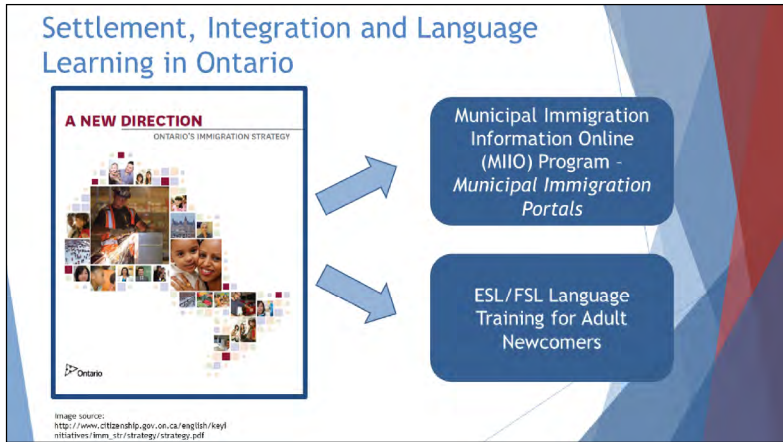
— Ontario Ministry of Citizenship and Immigration

Image source:
http://www.citizenship.gov.on.ca/english/key/initiatives/imm_str/strategy/strategy.pdf

Ontario's Immigration Strategy is setting the direction for immigration policy in the province of Ontario. We know that the economic future of Ontario depends on the successful integration of newcomers into the community and workplace. When newcomers are successful, we all benefit.

Link to "A New Direction: Ontario's Immigration Strategy":

http://www.citizenship.gov.on.ca/english/key/initiatives/imm_str/strategy/strategy.pdf



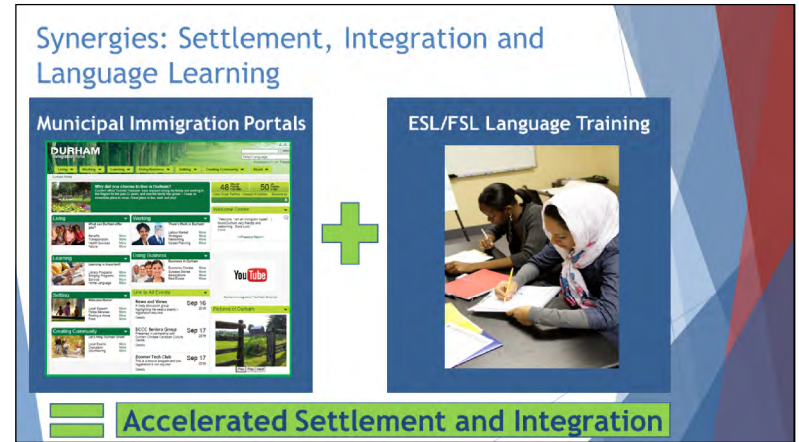
As part of Ontario's *Immigration Strategy*, many programs have been funded by the Ontario Government to help newcomers successfully integrate into their communities and the workplace, in a variety of sectors, including the Municipal Immigration Information Online (MIIO) Program and ESL/FSL training classes for adult newcomers.

The MIIO Program was established to "increase the online capacity, resources and information provided to immigrants by municipalities" (Grants Ontario). There are over 35 municipal immigration portals in Ontario. Municipal immigration portals offer one-stop, community-based immigration information, designed to welcome, support, attract and retain newcomers to their communities

ESL/FSL training classes for adult newcomers are offered through local school boards across Ontario to those meeting the eligibility requirements.

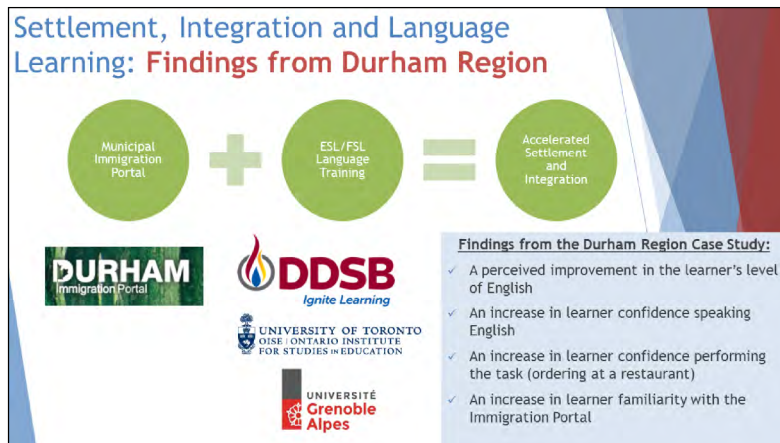
Link to information from the Ministry of Citizenship and Immigration on ESL/FSL:
<http://www.citizenship.gov.on.ca/english/keyinitiatives/language.shtml>

Link to MIIO sites (Municipal Immigration Portals) in your community:
http://www.ontarioimmigration.ca/en/living/OI_HOW_LIVE_CITIES.html



The Oxford Dictionary defines *Synergy* as "the positive benefit that occurs when two or more activities are combined. This means that the resultant combination is in some way superior to the separate entities [...]"

There is growing interest in how the relationship between municipal immigration portals and community ESL/FSL language training can create a synergy that can enhance language learning, leading to accelerated settlement and integration for newcomers.



- ✓ A perceived improvement in the learner's level of English
- ✓ An increase in learner confidence speaking English
- ✓ An increase in learner confidence performing the task (ordering at a restaurant)
- ✓ An increase in learner familiarity with the immigration portal

To test whether using an immigration portal as a platform for task-based learning in an ESL/FSL class would enhance settlement and integration, a case study was conducted in the Region of Durham. This case study was a joint partnership between the Regional Municipality of Durham, the Durham District School Board, the Ontario Institute for Studies in Education (OISE) University of Toronto and the Université Grenoble Alpes.

The research questions were:

- what is the impact of the implementation of task-based learning in the adult ESL classroom, using the language program developed in the Region of Durham?
- how does the language program influence newcomers' knowledge and access to services in the Region of Durham (settlement and integration)?
- is there any impact on student motivation to learn English and attend English language classes where the learning model is task-based?
- is there any impact on confidence levels in English when a task-based learning model is implemented?

The results of this case study were promising.

Findings included:

What Role can a Municipal Immigration Portal Play in Language Learning?

- ▶ Authentic resources and information in the target language such as public transportation schedules and local restaurant menus
- ▶ Relevant, community-based content, set in the context of everyday life
- ▶ Information to accomplish a task, such as attending a community event, joining a recreation activity, getting a health card, voting, and registering for school
- ▶ The development of essential skills (e.g., digital technology)



Municipal immigration portals can play an important role in language learning, leading to the accelerated settlement and integration of the learner.

Municipal immigration portals offer:

- ✓ Authentic resources and information in the target language such as public transportation schedules and local restaurant menus
- ✓ Relevant, community-based content, set in the context of everyday life
- ✓ Information to accomplish a task, such as attending a community event, joining a recreation activity, getting a Health Card, voting, and registering for school
- ✓ The development of essential skills (e.g., digital technology)

ESL/FSL Learning The Action-oriented Approach (AOA)

- ▶ Language learners are 'social agents' who use language in order to interact with others and accomplish meaningful tasks



In recent years, there has been a marked shift from learning "about" a language to living a language. This shift in thinking is reflected in the action-oriented approach (AOA), promoted in the Common European Framework of Reference (CEFR). The AOA views learners as 'social agents' who use language in order to interact with others and accomplish meaningful tasks

ESL/FSL Learning Task-based Learning (TBL)

- ▶ Tasks are actions performed by the learner(s) using the learner's competences to achieve a given result
- ▶ TBL anchors learning in the preparation and performance of a simulated task in the classroom environment, relating classroom activities to real life experiences

A diagram at the bottom of the slide shows three green circles. The first circle on the left contains the text 'Municipal Immigration Portals'. A plus sign (+) is between the first and second circles. The second circle contains 'ESL/FSL Language Training'. An equals sign (=) is between the second and third circles. The third circle contains 'Accelerated Settlement and Integration'.

Tasks are actions performed by the learner(s) using the learner's competences to achieve a given result.

TBL anchors learning in the preparation and performance of a simulated task in the classroom environment, relating classroom activities to real life experiences

Why Task-based Learning in an ESL/FSL Class?

- ▶ Building the competences necessary to accomplish goals required to settle and integrate effectively within the community, such as buying groceries and speaking to a child's teacher
- ▶ Preparing for, and simulating tasks in a safe and supportive learning environment before completing those tasks in the real world

A diagram at the bottom of the slide shows three green circles. The first circle on the left contains the text 'Municipal Immigration Portals'. A plus sign (+) is between the first and second circles. The second circle contains 'ESL/FSL Language Training'. An equals sign (=) is between the second and third circles. The third circle contains 'Accelerated Settlement and Integration'.

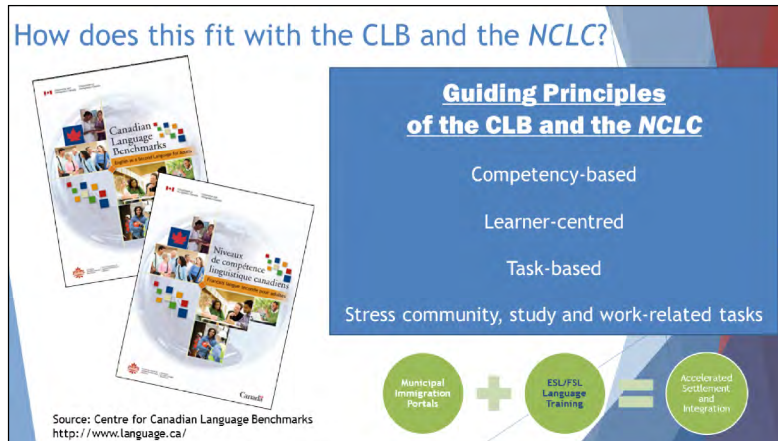
TBL is especially important in an ESL/FSL class for newcomers as it provides the structure to build the competences necessary to accomplish goals required to settle and integrate effectively within the community, such as buying groceries and speaking to a child's teacher.

TBL allows learners to prepare for, and simulate tasks in a safe and supportive learning environment before completing those tasks in the real world.

contexts with particular individuals”

Using a municipal immigration portal to support and inform task-based learning directly links to the guiding principles of the CLB/*NCLC*.

How does this fit with the CLB and the *NCLC*?



Guiding Principles of the CLB and the *NCLC*

Competency-based
Learner-centred
Task-based
Stress community, study and work-related tasks

Municipal Immigration Portals + ESL/FSL Language Training = Accelerated Settlement and Integration

Source: Centre for Canadian Language Benchmarks
<http://www.language.ca/>

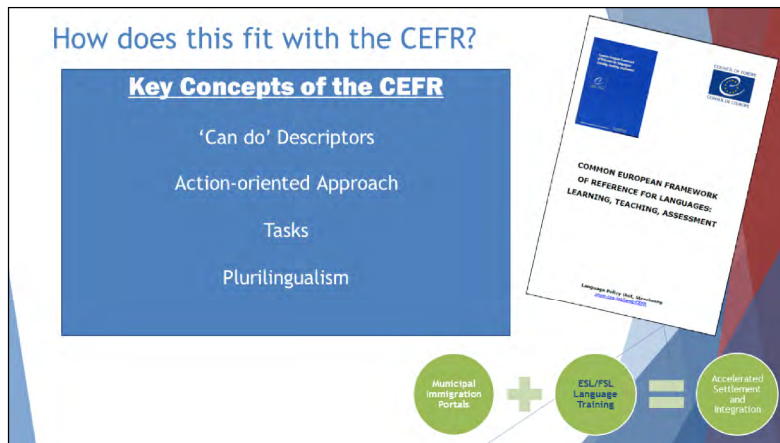
The Canadian Language Benchmarks (CLB) is the national standard used in ESL classrooms for adult newcomers in Ontario and across Canada. It is the framework for learning, teaching, program planning, and assessment of languages in Canada.

The *Niveaux de compétence linguistique canadiens (NCLC)* is the parallel standard (not a translation) used in FSL classrooms for adult newcomers in Ontario and across Canada.

Both of the above-mentioned standards are anchored in the action-oriented approach and task-based learning.

The core principles of these standards are (CLB, 2012):

- **Competency-based** - “competency statements stress what a learner can do in English. Competencies may be understood as the demonstrable application of knowledge and skills by individual learners”
- **Learner-centred** - “competencies should be embedded in tasks and contexts that are purposeful, relevant, and meaningful to the learner, and tailored to the individual’s abilities and learning styles”
- **Task-based** - “a communicative ‘real world’ instance of language use to accomplish a specific purpose in a particular context”
- **Stress community, study and work-related tasks** - “Language is used in specific social



The *Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR)* is a framework of reference developed from over twenty years of research. It is used in over 160 countries throughout Europe and around the world. The CEFR is language neutral and has been translated into 40 languages.

The CEFR has influenced the K-12 Curriculum of Ministries of Education in Ontario and across Canada.

The key concepts of the CEFR include: 'Can do' descriptors; the action-oriented approach; task-based learning; and plurilingualism.

'**Can do**' descriptors are statements that describe what a learner can do in the language.

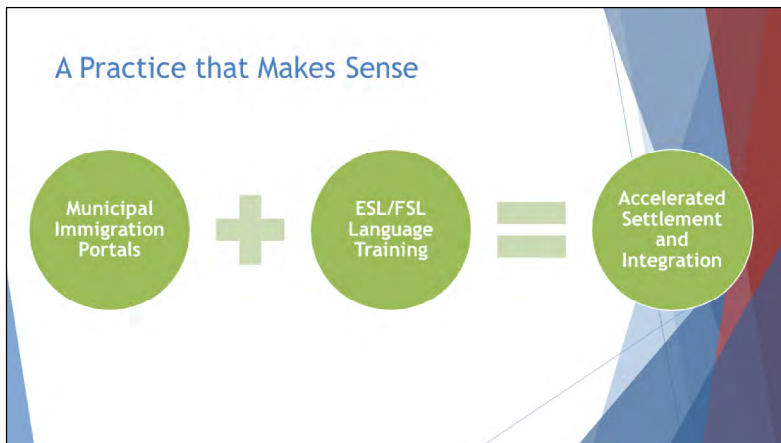
The **action-oriented approach** views learners as 'social agents' who use language in order to interact with others and accomplish meaningful tasks.

"**Tasks** are actions that are performed strategically by one or more people using their own specific competences to achieve a result" (CEFR, 2001).

Plurilingualism recognizes that different languages are not kept in a separate compartment

in our brains. As such, language learners build a linguistic repertory, developing competences and skills that come from learning a language, but also through the synergies between the other languages they know. For example, knowing French may be helpful in learning Spanish. In an ESL/FSL class, learners should be encouraged to draw on all of their resources, including the languages they already speak, and apply the most effective strategies to accomplish tasks in the target language.

There are many similar principles between the CLB and the CEFR. In fact, when compared to the CEFR, the CLB was found to have strong concurrent validity.



Given that **task-based learning** is a guiding principle of the CLB, the language standard used in language classes for adult newcomers across Ontario, it makes sense to draw upon the content of the municipal immigration portals to develop and perform tasks that are meaningful, purposeful, based on real-life situations, that use authentic resources right from the newcomer's community

Creating Action-oriented Tasks for the ESL/FSL Classroom

Checklist:

- ✓ Learners are 'social agents' who use the target language to carry out tasks that have a tangible result
- ✓ Communication is spontaneous, purposeful, set in the context of everyday life
- ✓ Scenarios are authentic and promote the use of authentic resources and texts
- ✓ There is a problem to be solved, an objective to be achieved, or a goal to be accomplished, subject to certain parameters and constraints
- ✓ Learners are required to draw upon their competences and make choices - to think and act strategically

When building an action-oriented task, the following checklist outlines what elements are needed:

- Checklist:
- ✓Learners are 'social agents' who use the target language to carry out tasks that have a tangible result
 - ✓Communication is spontaneous, purposeful, set in the context of everyday life
 - ✓Scenarios are authentic and promote the use of authentic resources and texts
 - ✓There is a problem to be solved, an objective to be achieved, or a goal to be accomplished, subject to certain parameters and constraints
 - ✓Learners are required to draw upon their competences and make choices – to think and act strategically



To create an action-oriented task, begin with the can do statements from the language standard being used in the classroom (i.e., CLB/NCLC, CEFR). Cluster the can do statements in a logical manner to maximize learning.

Reflect upon the needs of the learner to determine what tasks will best support settlement and integration within the community, focusing on relevant, purposeful, real-life scenarios.

Visit your local municipal immigration portal to explore possible authentic resources that will help support the learning needed to perform the task.

Sample Task - Getting Health Care

TASK

You are new to Canada and want health care. You received your Health Card and want to find a family doctor. Research how Health Care Connect can help you. Call Health Care Connect to speak to an agent and share your personal information.

The Health Care Connect agent will also talk to you about:

- Your medical history
- Your family's medical history

Oral Interaction Task
Speak with the Health Care Connect agent and give your personal information. Discuss your health care needs and the needs of your family.

Writing Task
Your friend, who is also a newcomer, wants to know how to apply for an OHIP card and how to find a family doctor. Write an e-mail and explain the procedure. Share the conversation you had with the Health Care Connect agent to help your friend feel more comfortable about calling.

Shown here is a sample task for basic users, working at CLB 3/4 and CEFR A2. The learners would work toward building their knowledge and skills during the learning block to be able to complete the task at the end of the period of instruction.

This task is taken from the document "Exploring the Region of Durham Through Task-based Learning." This document will be explored later in the slideshow.

Sample Task - Getting Health Care

Activity: Action-oriented Task Checklist

Using the checklist and task provided, identify how this task is action-oriented.

Checklist:

- ✓ Learners are social agents who use the target language to carry out tasks that have a tangible result and often involve a product
- ✓ Communication is spontaneous, purposeful, set in the context of everyday life
- ✓ Scenarios are authentic and promote the use of authentic resources and texts
- ✓ There is a problem to be solved, an objective to be achieved, or a goal to be accomplished, subject to certain parameters and constraints
- ✓ Learners are required to draw upon their competences and make choices - to think and act strategically

- *Objective to be achieved – Accessing health care*
 - *Parameters and restraints – Geographic parameters, possible restraints around the type of doctor needed, based on the health care needs of the family*
- Learners are required to draw upon their competences and make choices – to think and act strategically*
- *This task would be preformed at the end of a learning block. Learners would have added to their competences through focussed instruction on the topic to be able to successfully complete the task*

Provide training participants with the task from the previous slide and the checklist. Allow participants time to identify the components of this task that make it action-oriented.

Possible answers include:

Learners are social agents who use the target language to carry out tasks that have a tangible result and often involve a product

- *speaking with an agent to find a family doctor*

Communication is spontaneous, purposeful, set in the context of everyday life

- *Spontaneous – The performance of the task will be spontaneous conversation, with the learner having the competences necessary to complete the task*
- *Purposeful – To get a family doctor*
- *Set in the Context of Everyday Life – Accessing health care is necessary when arriving in a new community*

Scenarios are authentic and promote the use of authentic resources and texts

- *Authentic – All members of a community need to access health care*
- *Authentic Resources – Health Care Connect is an authentic resource that can be accessed to find health care. Learners might also access maps*

There is a problem to be solved, an objective to be achieved, or a goal to be accomplished, subject to certain parameters and constraints

Getting Started with Task-based Learning using a Municipal Immigration Portal

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Exploring the Region of Durham Through Task-based Learning

Living in English, Discovering Durham

- Module One - Living in Durham: Welcome to Durham
- Module Two - Working in Durham: Getting a Job in Durham
- Module Three - Learning in Durham: Going to School in Durham
- Module Four - Living in Durham: Getting Health Care in Durham
- Module Five - Settling in Durham: Eating Out in Durham
- Module Six - Settling in Durham: Emergency 911 in Durham

Task Scenarios:

- Living in Durham - Welcome to Durham
- Working in Durham - Getting a Job In Durham
- Learning in Durham - Going to School in Durham
- Setting in Durham - Eating out in Durham
- Settling in Durham - Emergency 911 in Durham

More sample tasks like the “getting health care” task are available in the document *“Exploring the Region of Durham Through Task-based Learning.”* This document was the result of a joint partnership between The Region of Durham and the Durham District School Board. It is available publicly online and can be downloaded from the Durham Immigration Portal. In this document, you will find a series of task examples at various benchmarks/levels that can be easily modified to other municipal immigration portals. This document also provides the CLB Competency Statements/CEFR Can Do Statements and suggests possible learning needed (through instruction in the learning block) to complete the task.

Link to *“Exploring the Region of Durham Through Task-based Learning”*:
https://www.durhamimmigration.ca/learning/Documents/Living-in-English_Discovering-Durham.pdf

Getting Started with Task-based Learning using a Municipal Immigration Portal

Module Four - Getting Health Care in Durham (Student Planning Sheet)

CLB Skill, CEFR A2

Reasons: Durham Immigration Portal www.durhamimmigration.ca

Name: _____ Date: _____

What tag when these sentences are used?
 a) I feel? _____ b) I together have someone a) I, together? _____

What tag when these sentences are used?
 a) I feel? _____ b) I together have someone a) I, together? _____

What tag when these sentences are used?
 a) I feel? _____ b) I together have someone a) I, together? _____

My personal information

My address: _____ My phone number: _____
 My e-mail: _____ My birthday: _____

My medical history _____ My family's medical history _____

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Exploring the Region of Durham Through Task-based Learning

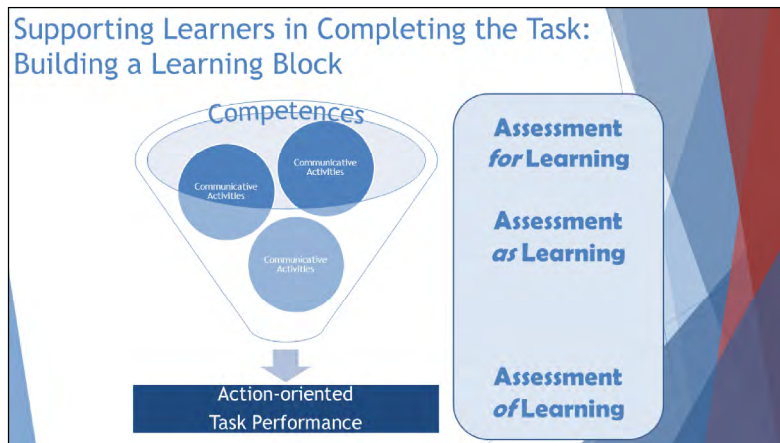
Living in English, Discovering Durham

- Module One - Living in Durham: Welcome to Durham
- Module Two - Working in Durham: Getting a Job in Durham
- Module Three - Learning in Durham: Going to School in Durham
- Module Four - Living in Durham: Getting Health Care in Durham
- Module Five - Settling in Durham: Eating Out in Durham
- Module Six - Settling in Durham: Emergency 911 in Durham

In addition to providing the competency statements/can do statements and suggesting possible learning for the learning block, this document also provides planning sheets for the learner to gather and organise their learning to help prepare for the task.

Link to *“Exploring the Region of Durham Through Task-based Learning”*:
https://www.durhamimmigration.ca/learning/Documents/Living-in-English_Discovering-Durham.pdf

The Student Planning Sheet featured on this slide can be found on page 81 of the above-mentioned document



Now that a task has been created, it is necessary to plan backwards, also known as backward design, to build a learning block, always keeping the end (the task) in mind.

A learning block is a unit of study whereby the learners acquire the competences necessary to complete the task. The culmination of the learning block is the performance and assessment of the task. For example, a learning block might be based on the task "ordering at a restaurant." During the learning block, students would work towards being able to complete the task of ordering at a restaurant by participating in a variety of communicative learning activities, such as reading menus, practising expressions of politeness, greetings and leave-taking, to build their knowledge and skills.

Various forms of assessment would occur throughout the learning block to improve learning.

While learners are preparing for the task through various communicative activities, **assessment for** learning would occur. In this kind of assessment, learners are provided with timely, descriptive feedback to identify where they are, and what they need to do next to improve their performance. Instructors would also use this information to identify gaps between where the learners are, and where they need to be to perform the task successfully and would adjust their programming accordingly.

Assessment as learning would also occur during the learning block. **Assessment as** learning helps students to become "independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning." (*Growing Success*, 2010)

Assessment of learning (evaluation) occurs most often towards the end of the learning block. During this kind of assessment, the learner demonstrates what he/she has learned/can do. The performance of the task at the end of the learning block is an example of assessment of learning.

**Supporting Learners in Completing the Task:
Building a Learning Block - Sample**

TASK (CLB 3/4 / CEFR A2):
Find a restaurant in Durham and take a friend there for dinner. Find a menu and order your meal from the waiter/waitress. You both want a drink, a starter, a main course and a dessert. Unfortunately, you only have \$30.00 each. Don't forget about taxes and a tip! The waiter/waitress will ask you these questions:

- How are you today?
- Are you ready to order?
- What can I get for you?

After your meal, ask the waiter for the bill and make sure that the total cost is less than \$60.00 for you and your friend.

Oral Interaction Task
Order dinner at a restaurant on a limited budget.

Writing Task
Send an email to another friend to tell him/her about your meal. Describe the restaurant and the service and suggest that one day you eat there together.

- Finding details on a bill and paying the right amount, including tip
- Writing
 - Writing greetings, leave-takings and short simple messages
 - Writing an email to a friend to describe a restaurant, a meal and the service received

Link to "Exploring the Region of Durham Through Task-based Learning":
https://www.durhamimmigration.ca/learning/Documents/Living-in-English_Discovering-Durham.pdf

Provided here is a sample of a task, taken from *Exploring the Region of Durham Through Task-based Learning*. With the direction of the can do statements from the CLB / NCLC CEFR, think about what competences might be needed for the learner to complete the task. Those competences would be developed through the course of the learning block through a series of purposeful communicative activities. Assessment would happen regularly through the course of the learning block to support the learner in completing the task. Once the learner has acquired the necessary skills, the learner would be ready to perform the task.

Possible answers might include:

Listening

- Recognition of formal and informal greetings, leave-takings, goodwill expressions
- Listen and respond to common expressions used in a restaurant

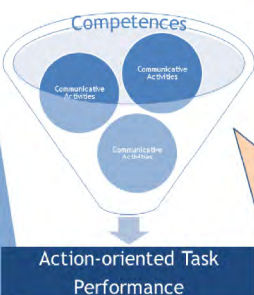
Speaking

- Greetings, leave-takings, and small talk phrases
- Appropriate polite expressions

Reading

- Locating a menu on the internet
- Getting basic information from a restaurant menu
- Identifying headlines and prices

Supporting Learners in Completing the Task: Building a Learning Block - Sample



TASK (CLB 3/4 / CEFR A2)

Possible Communicative Activities:

- Reading menus
- Role play
- Inside/Outside Circle to practise greetings, leave taking and goodwill expressions
- Calculating tip
- Exploring international food
- Class survey on food preferences
- Food safety (Dine Safe)
- Practising expressions of politeness
- Interactive PPT to build vocabulary
- Understanding a restaurant bill

DURHAM
Exploring the Region of Durham Through Task-based Learning

Here are examples of possible communicative activities to build the competencies necessary to complete the task.

Sample communicative activities can be found in the Synergies project guide.

Link to "Exploring the Region of Durham Through Task-based Learning":
https://www.durhamimmigration.ca/learning/Documents/Living-in-English_Discovering-Durham.pdf

Voice - Instructors

"I stayed more focused [in lesson planning]. I kept coming back to the question, how is this going to help my students perform the task?"

"Learning was impacted because lesson planning was improved. So, it was more directed for the students so they could focus on exactly what was needed to perform the task."

"My advice would be to embrace task-based learning. [...] When they're up and about and they're doing things, and they're not just sitting there copying anything, but they are doing the actual task/activities, they learn better that way I think and it's something that they can go and practise on the outside. So I would say, embrace it, use it more in your class, and it will benefit your students greatly."
 (ESL Instructor)

Here are some of the thoughts from Durham District School Board instructors who participated in this project:

Voice - Language Learners



Here are the thoughts of CLB 3/4 learners from Durham District School Board who participated in this project:

For more detailed information on this project, please visit
www.durhamimmigration.ca

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FINDINGS

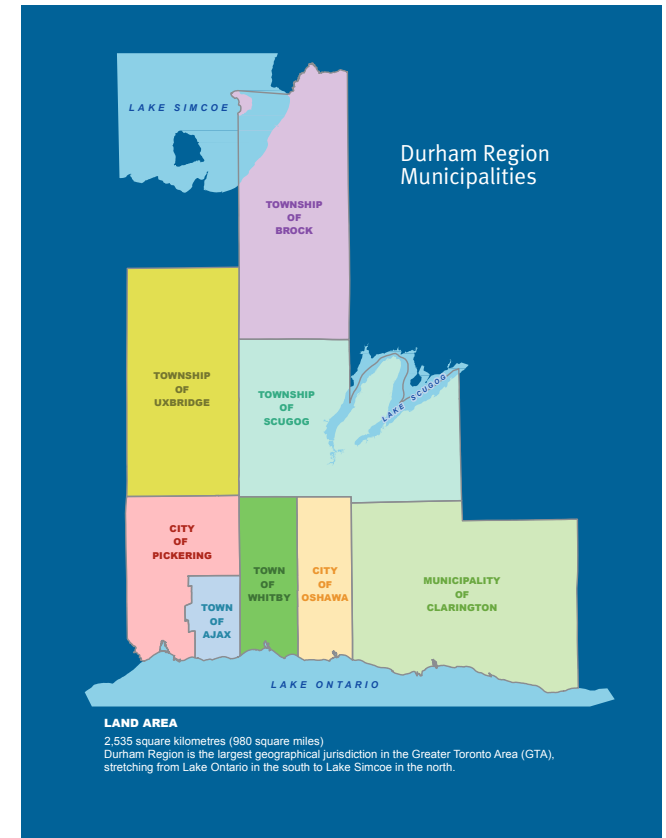
Region of Durham Case Study

This section provides the context in which the Region of Durham case study developed, including a brief description of the region, key partnerships, as well as an overview of the preliminary resources that shaped this work. Finally, this section will describe the case study, providing the methodology and research findings from the Region of Durham and how this study is contributing to international research on the linguistic integration of newcomers.

CONTEXT AND KEY PARTNERSHIPS

The Region of Durham

The Region of Durham, situated 45 minutes east of Toronto, Ontario, Canada, covers an area of approximately 2,590 square kilometers. Durham is home to eight local municipalities, offering a variety of landscapes, in both urban and rural settings. Durham's population of 608,125 people is comprised of 20.7% immigrants, with that number rising to over 30% in some of its area municipalities (Statistics Canada, 2013).



New Immigrants to Durham (2011 Census)^v

Municipality	Population 2011	Number of Immigrants	Percentage of Immigrants	Number of New Immigrants	Percentage of New Immigrants
Durham	608,125	125,840	20.7	8,945	7.1
Ajax	109,600	37,315	34	3,005	8.1
Brock	11,340	845	7.5	40	4.7
Clarington	84,550	9,390	11.1	450	4.8
Oshawa	149,605	21,620	14.5	1,530	7.1
Pickering	88,720	27,430	30.9	1,605	5.9
Scugog	21,570	1,960	9.1	85	4.3
Uxbridge	20,620	2,120	10.3	130	6.1
Whitby	122,020	25,160	20.6	2,100	8.3

The Local Diversity and Immigration Partnership Council (LDIPC)

In 2005, the Canada Ontario Immigration Agreement led to the creation of Local Immigration Partnership Councils (LIPs) in Ontario whose mandate includes serving as mechanisms to develop local partnerships and community-connected planning to support newcomer settlement and integration.

Durham Region is home to one of Ontario's first LIPs, known locally as the Local Diversity and Immigration Partnership Council (LDIPC). The LDIPC includes members from diverse sectors of the community representing agencies, school boards, faith groups, local business and the Region. The LDIPC has four main objectives: To create a culture of inclusion; support labour market attachment of newcomers; engage employers in attracting and retaining a diverse workforce; and, support the two-way integration of diverse populations.

In the region of Durham, the establishment of the LDIPC aligned with the creation of the Durham Immigration Portal, providing the opportunity for both bodies to work collaboratively toward common goals.

The Durham Immigration Portal

Funded by the Ontario Ministry of Citizenship and Immigration (MCI) through the *Municipal Immigration Information Online (MIIO) Program*, the Durham Immigration Portal (www.durhamimmigration.ca) is one of over 35 MIIO sites across Ontario.

The Durham Immigration Portal is a one-stop, community-focused web portal designed to welcome, support, attract and retain skilled newcomers to the region of Durham. Durham Region's Immigration Portal is a collaborative and community-connected initiative, with

over 80 organizations from multiple sectors such as education, business, non-profit, government and business associations taking responsibility for content creation and for its long-term sustainability.

The Durham Immigration Portal is divided into six sections: living, working, learning, doing business, settling, creating community, and about. Each section provides information on the region, including community supports and services that are available, as well as information that promotes civic engagement.

Newcomer Language Learning Partnerships

“One of the biggest obstacles to building a globally-connected economy is professional language training for immigrants. Proficiency in English and French is essential to living and working in Ontario. Mastering language fluency and cross-cultural communication quickly is critical for immigrant success and building strong, two-way global connections in our economy” (Ontario Immigration Strategy, 2012).

Recognizing the significant role that language learning plays in the successful settlement and integration of newcomers, strong relationships exist between community organizations, language service providers and Regional staff leading diversity and immigration work. Staff from the Region of Durham have close relationships with both the Durham District School Board (DDSB) and the Durham Catholic District School Board (DCDSB). These partnerships have led to the development of jointly developed resources that aim to enhance the settlement and integration of newcomers and build language competences.

PRELIMINARY RESOURCES FROM THE REGION OF DURHAM

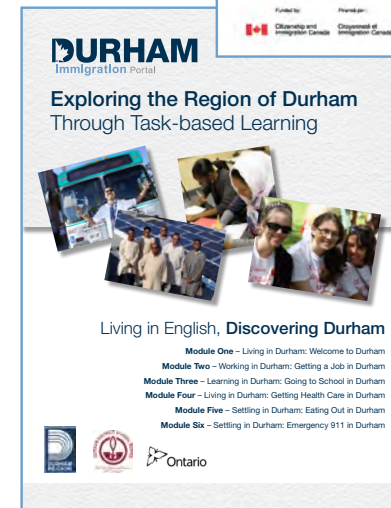
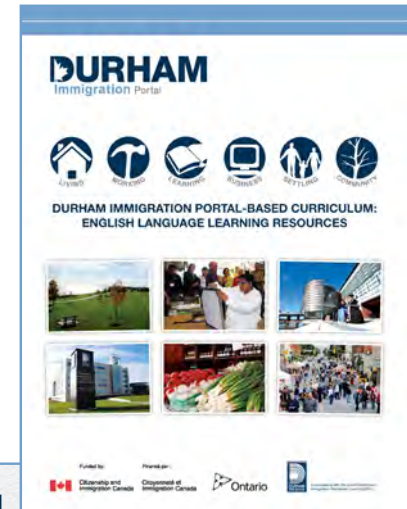
Over the past number of years, language resources have been created to extend the use of the Durham Immigration Portal from a rich source of community information to a learning platform that provides authentic resources and the opportunity for learners to personalize their learning based on their individual needs in the context of everyday life. It is this opportunity to experience language by “**doing**” that supports the learner in building the competences necessary for purposeful communication in order to complete the tasks that are required for successful settlement and integration within the community.

Durham Immigration Portal-based Curriculum: English Language Learning Resources

The first language learning resource to be developed was the *Durham Immigration Portal-based Curriculum: English Language Learning Resources*. This print document is an English language learning tool, developed in accordance with the Canadian Language Benchmarks (CLB), which provides activities for use in community language classes based on the local information from the Durham Immigration Portal.

Durham Immigration Portal: Exploring the Region of Durham through Task-based Learning

The growing interest in task-based learning (TBL) and most recently the action-oriented approach (AOA) within the Canadian context opened new opportunities to anchor language learning into real-life practice. *Durham Immigration Portal: Exploring the Region of Durham through Task-based Learning* is a digital English language learning tool that provides action-oriented tasks framed by content of the Durham Immigration Portal in keeping with the language standards of both the CLB and the Common European Framework of Reference (CEFR). This resource can be used within a classroom learning environment within the region of Durham or in other areas of the world where English is studied to not only build language proficiency but also as a tool to support intercultural awareness.



THE REGION OF DURHAM CASE STUDY – SYNERGIES: SETTLEMENT, INTEGRATION AND LANGUAGE LEARNING

In January 2016, with funding from MCI, a case study was jointly launched by the Region of Durham, University of Toronto, Ontario Institute for Studies in Education (OISE) and the DDSB to explore the possible synergy between language learning and settlement in the region of Durham through the use of the Durham Immigration Portal. The following research questions were investigated: *Has this specific language program influenced Canadian adult newcomers’:* i) *knowledge of and access to essential services?* ii) *motivation to attend English language classes and to learn English?* iii) *confidence in the host language?*

The results were impressive with learners reporting rapid gains in their knowledge of community information and perceived language learning.

Methodology

This qualitative case study included three ESL instructors, the Department Head of Language Programs, and 36 learners (twelve CLB 3 learners, twelve CLB 4 learners, and twelve CLB 7 learners) from Durham Continuing Education, Durham District School Board as well as the Manager of Strategic Partnerships and Initiatives from the Regional Municipality of Durham.

Instructors participated in four hours of professional development to deepen their understanding of the task-based approach, the Durham Immigration Portal, and the document *Exploring the Region of Durham through Task-based Learning. Living in English, Discovering Durham*. Next, instructors were provided eight hours of co-planning time to develop activities to support learners in achieving the task

selected from the above mentioned document (Scenario: Ordering at a restaurant). These activities, as well as the task, aimed to develop linguistic competence and to improve knowledge of, and access to, the community to promote successful settlement and integration of newcomers through the Durham Immigration Portal. The instructors then delivered the learning block over approximately five days, consisting of the activities, and culminating in the performance of the task, to their respective ESL class.

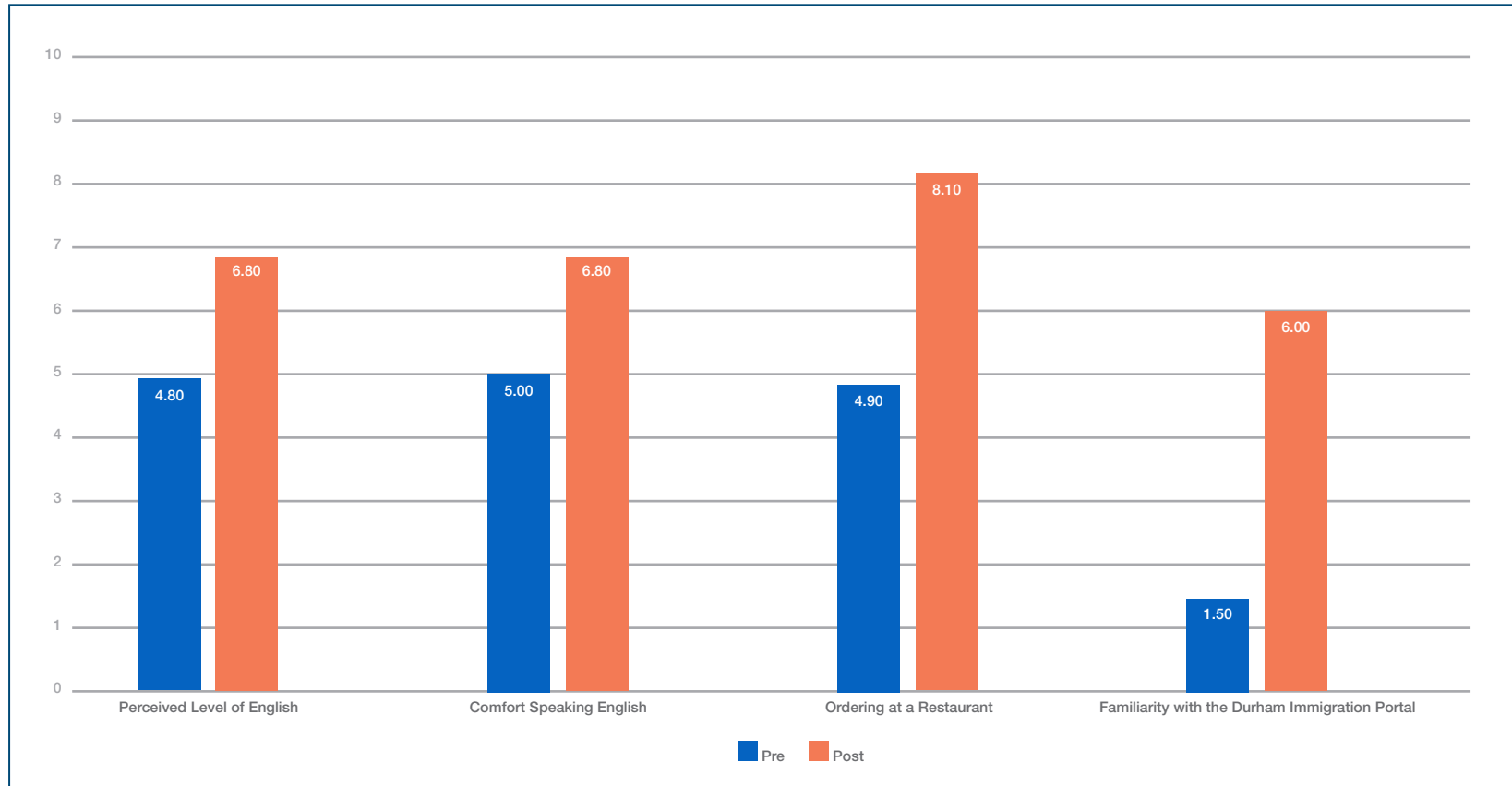
The study, which occurred over a three-month period, used a variety of tools for data collection. Instructors completed a pre and post questionnaire around the professional development training and also participated in a focus group toward the end of the study. Adult learners completed a pre- and post-questionnaire around the “in class” learning block. A handful of adult learners also volunteered to participate in a focus group at the end of the learning block. The Manager of Strategic Partnerships and Initiatives from the Regional Municipality of Durham also completed a questionnaire, aimed at further understanding the creation and sustainability of the Durham Immigration Portal, and identifying important factors to consider when replicating this project in a different community. All focus groups, were recorded, providing approximately 4 hours of video footage.

Discussion of Results

Data from the case study revealed that learners highly appreciated being exposed to task-based learning (TBL) and the action-oriented Approach (AOA). Learners at CLB 3-4 / CEFR A2 presented an average score of 8.9/10 when asked “how much did you enjoy task-based learning?”.

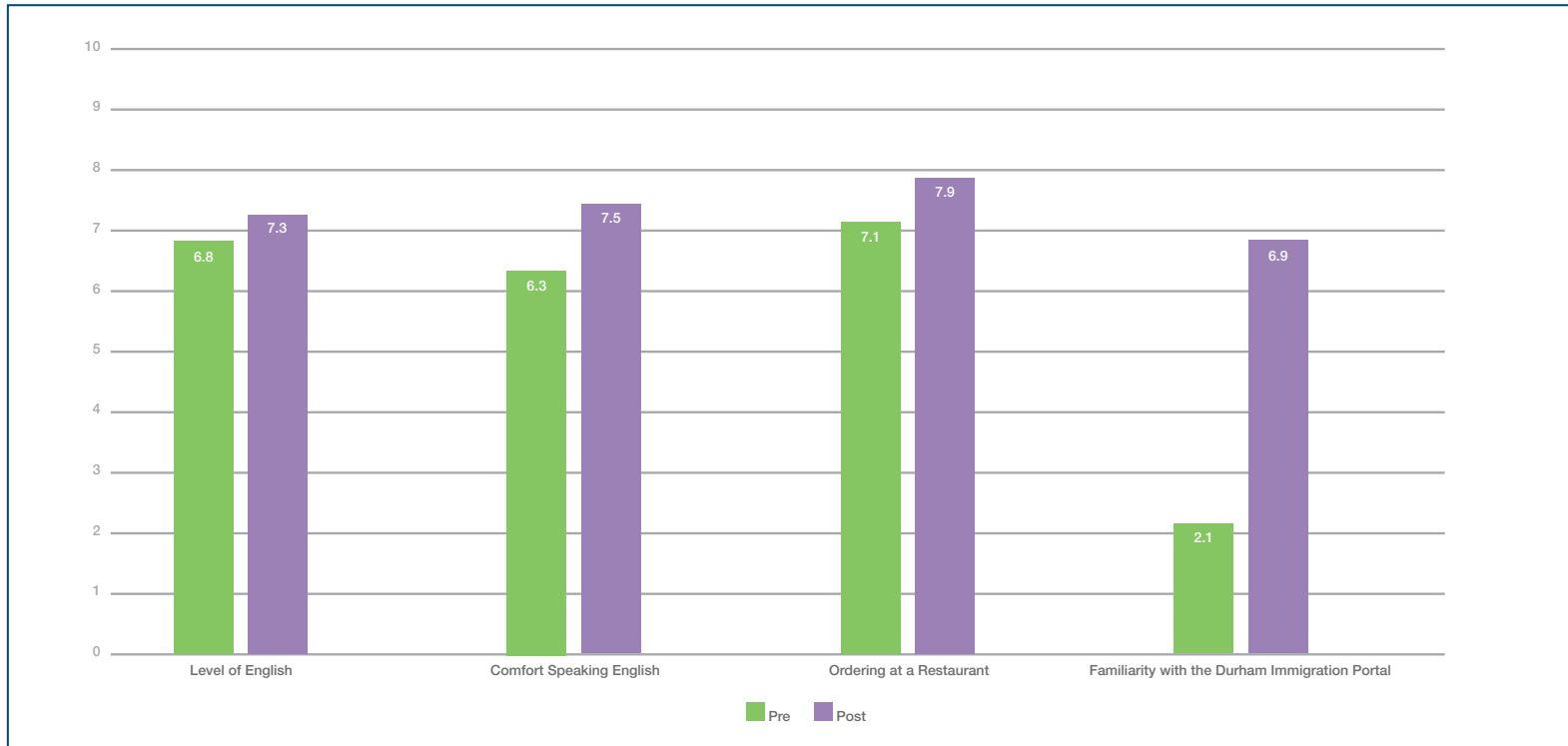
As is evident in the following graph, CLB 3-4 learners reported greater perceptions of their own English skills (20% increase in the rank score), greater comfort speaking English (18% increase in the rank score), greater perceived ability to accomplish the real-life task of ordering at a restaurant (32% increase in the rank score) and greater familiarity with the Durham Immigration Portal (45% increase in the rank score).

Graph 1: Pre- to Post-Survey Change in Rank Score for the CLB 3 and 4 Group



Positive results, albeit less substantial, were also reported in the intermediate group, CLB 7. Learners reported greater perceptions of their own English skills (5% increase in the rank score), greater comfort speaking English (12% increase in the rank score), greater perceived ability to accomplish the real-life task of ordering at a restaurant (8% increase in the rank score) and greater familiarity with the Durham Immigration Portal (48% increase in the rank score).

Graph 2: Pre- to Post-Survey Change in Rank Score for the CLB 7 Group



Instructors observed that their students enjoyed using TBL/AOA and reported increased interest in learning, improved attendance during the intervention, as well as an increase in confidence. They also declared that, overall, they enjoyed teaching this way and that lesson planning was improved. One instructor voiced: “[...] I stayed more focused [in lesson planning], I kept coming back to the question *how is this going to help my students perform the task?*” Instructors felt that the spiraling of learning through the intervention, which led to gradual release of responsibility on their side, was helpful in solidifying learning and building confidence in students. They also observed a transfer of knowledge to other contexts and noted the benefits of embedding grammar and vocabulary in context. Furthermore, they saw this approach as student-centred, and, through this intervention, reinforced the necessity to ensure that learning encompasses practical, real-life connections that support community integration. Finally, instructors reported that students benefited from the authentic nature of the task, and their direct application in real-life situations. The application through classroom simulations took place in a safe, supportive environment, where students felt comfortable taking risks. Through the use of the Durham Immigration Portal, a greater awareness in the students of what their community offers of specific interest to newcomers was also observed.

Instructors identified challenges throughout the study, including an increase of planning time and professional development, which currently is not allocated in their contract. The observation was also made by instructors that TBL/AOA conflicted with some students' preconceived notion of teaching, especially the more traditional teaching of grammar. Another challenge reported related to classes being continuous intake and exit, resulting in missed instruction. Instructors did express that flexibility and a spiral approach to learning did help to alleviate this concern as there were other entry points for new students to get caught up on missed learning.

The case study from the Region of Durham yielded promising results. TBL/AOA brings together real-life tasks, strategic/autonomous decision-making in learning, and transparency of objectives and assessment. Targeted resources and professional development, coupled with the availability of authentic, locally situated and community-relevant resources available on the same virtual space (Durham Immigration Portal) maximize the language learning process and support action once learners (newcomers) leave the class, which in turn helps with settlement and community integration.

The Council of Europe - Linguistic Integration of Adult Migrants (LIAM) Symposium

In March 2016, the Region of Durham case study was presented in Strasbourg, France at the *Linguistic Integration of Adult Migrants: Lessons from Research* symposium organised by the Language Policy Unit of the Council of Europe. This symposium brought together researchers from various fields to help inform the policies of the 47 member states on the integration of adult migrants. Canada has observer status with the Council of Europe.

The Region of Durham case study will also be part of the research compilation by editors J. C. Beacco, D. Little, H.-J. Krumm, and Ph. Thalgot, entitled *The Linguistic Integration of Adult Migrants: Some Lessons from Research*, published by De Gruyter Mouton in cooperation with the Council of Europe, available online and in print in 2017.

An International Perspective

Dr. Enrica Piccardo

The work outlined in the **Synergies** project is deeply rooted in authentic communication and real-life tasks, supported by local content from a municipal immigration portal. This work, aimed at accelerating the settlement and integration of newcomers by building language competencies and skills, aligns with the latest development of second language education research, including task-based learning and the action-oriented approach. This work is also strengthened by its use of solid pedagogical language frameworks, namely the Canadian Language Benchmarks (CLB) / *Niveaux de compétence linguistique canadiens (NCLC)*, and the Common European Framework of Reference (CEFR). This paper will provide an overview of the above-mentioned research and language frameworks, making connections that illustrate the value of implementing a similar project in other regions across Ontario.

Second Language Education Research - Task-based learning (TBL) and the action-oriented approach (AOA)

The question “How best to teach a language?” has been around for centuries, but attention given to this issue by both educators and researchers has increased in the last few decades. A significant shift occurred in the 80s when attention moved to the main purpose of using a language, that is to say: communication. Before then, language

was seen either as an object of intellectual study or as something one learnt mechanically and quasi-automatically through repetition.

If communication is the key, the main goal is to enable learners to use the language in order to communicate. However, learners are individuals who do not communicate for the sake of communication, but rather because they have specific needs and pursue specific goals. This shift was at the origin of the ‘communicative approach.’ In this approach, the instructor is no longer seen as someone who simply follows rules designed by experts but as someone who draws on principles and techniques to design learning that is adapted to the needs of learners.

According to the communicative approach, learners must learn the language, not just ‘about’ the language. Language cannot simply be presented as a set of rules to be learned, nor can language learning be reduced to mere language repetition. In order to help learners use the language, curricula cannot be organized just around grammar points, but have to be organized around what the learners want to communicate and accomplish in the language, for example asking for directions, ordering a meal in a restaurant, or purchasing a ticket. While doing this, the learners accomplish speech acts like asking,

instructing and affirming. Of course, there is not only one way of doing all this and each of these speech acts can be expressed differently. The communicative approach started to make language instructors and learners aware that there was more to learning a language than simply repeating or memorizing and that grammar was only one component of communication. Learners must use the language in meaningful ways to communicate a message (either orally or in writing). Using the language to communicate is what provides opportunities for modelling in the classroom and prepares learners for communication outside the classroom.

Now, if communication has to be modelled on real-life situations, these situations need to be somehow reproduced in the classroom context. This is best done through authentic tasks. Tasks are not exercises. They are not an excuse for using language forms and structures, orally or in writing. Task-based learning (TBL) is a logical enrichment of the communicative approach. As such, tasks have increasingly populated textbooks and curricula as well as language standards, including the Canadian Language Benchmarks. TBL has helped to make a clear link between the classroom and real-life, prompting reflection on the role of tasks in the language classroom and on the broader benefits of their use.

The action-oriented approach promoted by the Common European Framework of Reference (CEFR) encompasses, and goes beyond, the communicative approach and TBL in the way that it further defines and develops the concept of tasks. The following points summarize this:

- If language is **action-based** then tasks are not simple activities, rather they put students into action. It is not just a question of placing students in a communication situation - students become **autonomous** users of the language.
- Tasks are **real**; they are not simply an excuse for communication, even less for simply learning grammar or vocabulary. Tasks recreate what people do in everyday life.
- Tasks require students to **make choices**. In order to achieve specific goals, students need to think and act strategically: “What am I expected to do? How best can I do that? What language do I need? What do I already know that will help me? How can I proceed? ...”
- To accomplish a task successfully means performing a set of **purposeful actions**. Students do not do a series of disconnected exercises; they perform actions that point toward a clearly defined goal.
- To accomplish a task successfully means to perform a set of **actions that are varied in nature**. Actions that students do while preparing to perform the task may be very different in nature to the task itself, but they all contribute to reaching the goal(s).
- The steps involved in task preparation and the actions done by the students may **require more or less language**. Sometimes language skills play a central role, sometimes only a marginal one.
- Some tasks are very **simple**, others are **more complex**. More complex tasks involve creating a series of steps that make it possible for students to achieve the goals.

Tasks in the action-oriented approach often involve the creation of a **product**. This product may be a restaurant review, an invitation to a social event, a blog entry, a resume, or an application for a health card. However, it is not only the product that counts, but also the **process**. How students get to the final results, what choices they make, how they interact with the other students, how they negotiate what needs to be done and how they select useful materials and resources builds competencies.

In the action-oriented approach, the path is not clearly marked and the result is not fully predictable. Students are engaged in **critical thinking** as they need to do the following:

- Judge what is needed to accomplish the task (what language and what knowledge).
- Quickly size up the tools at their disposal “What do I know about this? What language can I use that I feel at ease with? What can I use to help me be successful?” and the tools that they need but do not have.
- Think about how to use all this and how to best achieve the goal(s)

Working with tasks means providing a **real-life scenario** and all real-life scenarios involve **constraints** (time, space, money, more or less predictable issues, etc.).

Tasks make learning **tangible and meaningful**. Students do not learn a language so that maybe one day they can use it. Rather, they perform real-life tasks and, while doing that, learn the language. The action-oriented task **breaks down the walls of the classroom** and connects it with the outside world. In the classic communicative approach, tasks served communication; in the action-oriented approach, communication is one means at the learner’s disposal for accomplishing the task.

Strategy, reflection, and critical thinking also play an important role. In this way, students acquire an attitude and an expertise that is key for them to thrive in society. They become effective social agents capable of integrating in the community and pursuing their personal and professional goals.

Obviously, this is not a straightforward process; students may encounter difficulties along the way. They need to be guided through the steps in a complex task. Instructors have an essential role to play. They do not limit themselves to transmitting knowledge and have students do exercises. Most of the time they are a blend of coach, resource person, advisor, organizer, and facilitator. Certainly, they will also have to explain content and how to use tools (for example, some vocabulary or how to use a verb form) but they will do that in the same way as an athletic coach would explain the function of a muscle or the consequences of a motion. The goal is not to accumulate knowledge or do exercises, the goal is that students perform the task, just as for athletes the goal is to perform in the best possible way during the competition...and eventually win the championship. On top of all the other roles, instructors need to be good planners.

The authentic, community-based resources on a municipal immigration portal, together with their pedagogical organization through tasks that support and enhance the language learning process, respond perfectly to recent shifts in language education, focussing on meaningful communication and on real-life, practical tasks. Using content from a municipal immigration portal to anchor tasks allows learners to interact with essential resources in a facilitated environment. This, in turn, helps develop the confidence and competence necessary in the real world. This is especially important for newcomers settling and integrating within their new community.

Frameworks of Reference for Languages – The CLB/NCLC and the CEFR

Not only is the approach (i.e., action-oriented) important in language learning, but so is transparency and comparability. As global mobility continues to increase, so does the need for tools that provide clear and consistent description of language proficiency as well as evidence-based guidelines that support language learning. These tools can provide a common point of reference for learning, teaching, program planning and assessment of languages.

The **Synergies** project incorporates the most relevant tools in the Canadian context, the Canadian Language Benchmarks (CLB) / *Niveaux de compétence linguistique canadiens (NCLC)* and the Common European Framework of Reference for Languages (CEFR). The former, developed in Canada, was published in 1996 and revised in 2012. It exists in two parallel versions, in English (CLB) and in French (*NCLC*). The CEFR, developed at the same time in Europe, was published in 2001 and translated into 40 languages since. It is used worldwide and is language neutral, meaning it does not apply to only one particular language.

The CLB/*NCLC* represent all stages of learner language proficiency. They consist of 12 benchmarks divided into three levels (beginner, intermediate and advanced), with four benchmarks per level. They cover the four language skills (listening and reading, speaking and writing). The CLB/*NCLC* provide a national standard for English and French programs in a variety of contexts. They are widely used in adult ESL/FSL programs serving newcomers.

The CEFR also covers the entire range of language proficiency, however, it is organised into six general levels (A1, A2, B1, B2, C1, C2). These levels are expressed using global and specific scales of descriptors. Each scale describes communicative language activities that learners perform through meaningful, real-life tasks. These descriptors focus on what the learners ‘can do’ in the language. Other positive descriptor scales focus on the quality of the language (i.e., how well learners perform each activity). The CEFR provides principles and support for the development of language curricula, textbooks, and programs, as well as for assessment. The CEFR’s core objective is to provide a common way of talking about language learning in order to assist professionals involved in the teaching and learning of languages in their various contexts.

As described above, the CLB/*NCLC* has adopted 12 rather than 6 levels like the CEFR. A finer granulation of levels is important to determine where exactly adult immigrants are in the process of their linguistic integration. This may be, for instance, in order to see if their language proficiency is adequate for their chosen career, or to pass the citizenship test. It can also help to determine whether language training for settlement in the host community or for seeking employment is needed. The CEFR also recommends subdividing its levels according to specific contexts and needs.

These frameworks are highly compatible and complementary in regard to content and vision.

The **Synergies** project draws upon the characteristics of both the CLB/*NCLC* and the CEFR. Its content aligns with these frameworks as it is task-based, it expresses levels of proficiency that outline what a learner can do, it allows for fine granulation and it adopts a real-life perspective that is learner-centred. Using descriptors from both frameworks allows instructors to provide a clear snapshot of learners' level at a given moment but also for learners to modulate and describe their accomplishments in the different language skills.

The **Synergies** project is an example of best practice in second language education. Anchored in the action-oriented approach and task-based learning, the **Synergies** project fuses a municipal immigration portal and ESL/FSL instruction in a way that embraces real-life, practical language learning designed to enhance the settlement and integration of newcomers. Through the use of the CLB/*NCLC* and the CEFR, this project dovetails seamlessly into language classes in Ontario and other locations in Canada, as well as on an international stage. Everyone benefits when newcomers succeed. Language learning is a vital factor in this success. The **Synergies** project supports language learning for newcomers and as a result strengthens communities.



MEASURING OUTCOMES



STATEMENT OF INFORMED CONSENT FOR PARTICIPATING INSTRUCTORS

Research Project: Settlement, Integration and Language Learning: Possible Synergies

Dear ESL Instructor,

We would like to invite you to participate in a study that will explore the use of task-based learning in the ESL classroom, as well as how integrating community information from www.durhamimmigration.ca into learning tasks might impact the learner's integration into the community and acquisition of English.

This study is a partnership between The University of Toronto, Ontario Institute for Studies in Education (OISE), the Durham District School Board (DDSB), and the Region of Durham.

We anticipate that this study will be of benefit to your professional development as this study is anchored in the most current research in second language education pedagogy. This study will also allow for the opportunity to co-plan and co-create task-based lessons with a mentor teacher and to receive support as needed throughout the study. Instructors would be remunerated for their participation in meeting times scheduled by the researchers, outside of their current classroom instruction obligations, at the regular rate stated in the Collective Agreement. This remuneration would be paid by the DDSB in a manner to be determined. All materials developed during this study would be the property of the DDSB and may be shared and duplicated as determined by the DDSB, without further consent.

Upon consent, instructors would participate in a professional development (PD) in-service on task-based learning, the Durham Immigration Portal Website, and the curriculum program "Living in English, Discovering Durham: Exploring the Region of Durham Through Task-based Learning." Instructors would also participate in planning sessions to identify and develop the teaching materials necessary for learners to successfully complete the task. Instructors would then implement these lessons during their regular classroom time at Durham Continuing Education. Instructors would also participate in a qualitative research interview before the PD session, after the PD session, as well as in a focus group at the end of the student learning block, all of which may be video recorded. Researchers may also be present during instruction time and may take photographs and/or video recordings during that period. It is anticipated that this study will happen over a two month period, beginning January 2016.

We would like to assure you that you are under no obligation to participate in this study; that you may decline to answer any questions in the interviews; and have the right to withdraw without negative consequence. Please note that withdrawal will not, however, be possible from the focus group discussions once they have taken place, given the nature of the format. Also, once research findings have been reported and/or published, withdrawal is not possible. This study is not an evaluation of your performance. All content gathered as part of this study may be used for teaching and presentation purposes, and may be published. A summary of the research will be made available to you at your request.

All information obtained during this study will be kept private and confidential. You will be assigned a code number, and all information about you will be identified only by this code. Data will be kept in a secure cabinet and/or in password-protected electronic files. The only people who will have access privileges to the data will be the Principal Investigator and the members of the research team. After a period of no longer than five years, all records will be erased, and all notes will be shredded and disposed of.

Should you have questions about this study, please contact _____.

Name:	Phone Number:	Email:
<input type="checkbox"/> YES, I agree to participate in the research		<input type="checkbox"/> NO, I do not agree to participate in the research
Signature:	Date:	

STATEMENT OF INFORMED CONSENT FOR PARTICIPATING ADULT LEARNERS

Research Project: Settlement, Integration and Language Learning: Possible Synergies

Dear Adult Learner,

We would like to invite you to participate in a study that will explore:

- task-based learning in the ESL classroom,
- how learning about the community using www.durhamimmigration.ca may improve integration into the community and help to learn English.

This study is a partnership between The University of Toronto, Ontario Institute for Studies in Education (OISE), the Durham District School Board (DDSB), and the Region of Durham.

We hope that this study will help you learn more about your community and help you to learn English.

If you consent to participate in this study, you would be asked to participate as a volunteer in a written interview as well as a video-recorded interview before the learning block in your Durham Continuing Education classroom and at the end of the learning block. You may also be recorded throughout the study in your classroom. It is anticipated that this study will happen over a three month period, beginning January 2016.

We would like to assure you that you are under no obligation to participate in this study; that you may decline to answer any questions in the interviews; and have the right to withdraw without negative consequence. Please note that once the research findings have been reported and/or published, withdrawal is not possible. All content gathered as part of this study may be used for teaching and presentation purposes, and may be published. A summary of the research will be made available to you at your request.

All information obtained during this study will be kept private and confidential. You will be assigned a code number, and all information about you will be identified only by this code. Data will be kept in a secure cabinet and/or in password-protected electronic files. The only people who will have access privileges to the data will be the Principal Investigator and the members of the research team. After a period of no longer than five years, all records will be erased, and all notes will be shredded and disposed of.

Should you have questions about this study, please contact _____.

Name:	Phone Number:	Email:
<input type="checkbox"/> YES, I agree to participate in the research		<input type="checkbox"/> NO, I do not agree to participate in the research
Signature:	Date:	

STATEMENT OF INFORMED CONSENT FOR PARTICIPATING COMMUNITY MEMBERS

Research Project: Settlement, Integration and Language Learning: Possible Synergies

Dear Community Member,

We would like to invite you to participate in a study that will explore the use of task-based learning in the ESL classroom, as well as how integrating community information from www.durhamimmigration.ca into learning tasks might impact the learner's integration into the community and acquisition of English.

This study is a partnership between The University of Toronto, Ontario Institute for Studies in Education (OISE), the Durham District School Board (DDSB), and the Region of Durham.

We anticipate that this study will be of benefit to your organization as it will provide data on the use of the Durham Immigration Portal and the curriculum program "Living in English, Discovering Durham: Exploring the Region of Durham Through Task-based Learning" as well as study the impact community focused, task-based ESL learning has on the integration of newcomers to the community.

Upon consent, you would be asked to volunteer in a written interview as well as a video-recorded interview relating to the Durham Immigration Portal. This study will also include the participation of ESL Instructors at Durham Continuing Education as well as the participation of ESL adult learners. It is anticipated that this study will happen over a three month period, beginning in January 2016.

We would like to assure you that you are under no obligation to participate in this study; that you may decline to answer any questions in the interviews; and have the right to withdraw without negative consequence. Please note that once the research findings have been reported and/or published, withdrawal is not possible. All content gathered as part of this study may be used for teaching and presentation purposes, and may be published. A summary of the research will be made available to you at your request.

All information obtained during this study will be kept private and confidential. You will be assigned a code number, and all information about you will be identified only by this code. Data will be kept in a secure cabinet and/or in password-protected electronic files. The only people who will have access privileges to the data will be the Principal Investigator and the members of the research team. After a period of no longer than five years, all records will be erased, and all notes will be shredded and disposed of.

Should you have questions about this study, please contact _____.

Name:	Phone Number:	Email:
<input type="checkbox"/> YES, I agree to participate in the research		<input type="checkbox"/> NO, I do not agree to participate in the research
Signature:	Date:	

PRE-TRAINING QUESTIONNAIRE – ESL INSTRUCTOR

Thank you for participating in this study. Please complete the following questionnaire:

PERSONAL INFORMATION

Last Four Digits of Phone Number: _____

First Language (L1): _____

Additional language(s) acquired: _____

Years of experience as an Adult Education ESL instructor: _____

Number of years with your current employer: _____

CLB levels taught: _____

Number of times teaching the CLB level that will receive the intervention as part of this study: _____

TECHNICAL KNOWLEDGE

Highest level of education completed (circle): High School / College / University / Masters Level / Doctorate Level

ESL certifications completed: _____

On the scale below, please indicate how much you know about the Canadian Language Benchmarks (CLB):

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, please indicate how much you know about the Common European Framework of Reference for Languages (CEFR):

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, please indicate how comfortable you are using technology in your instruction:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, please indicate how much you know about task-based learning:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, please indicate how familiar you are with the Durham Immigration Portal:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, please indicate how familiar you are with the resource *“Living in English, Discovering Durham”*:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

Last Four Digits of Phone Number: _____

TECHNICAL KNOWLEDGE (CONTINUED)

On the scale below, please indicate how often you use task-based learning as part of your instruction:

1 2 3 4 5 6 7 8 9 10
Never Always

On the scale below, please indicate how often you make learning connections to the community in your instruction:

1 2 3 4 5 6 7 8 9 10
Never Always

PERSONAL EXPECTATIONS

What do you expect from this training?

Prompts:

- How do you think this training will contribute to your professional development/professionalism?
- What motivated you to participate in this training?

Last Four Digits of Phone Number: _____

REACTION TO THE MATERIAL (CONTINUED)

What type of students do you feel could benefit from this learning project?

What kind/type of challenges may present themselves and how might they be solved?

What are possible advantages of this approach to learning?

What are possible disadvantages of this approach to learning?

On the scale below, please indicate how eager you are to implement this approach to learning in your class?

	1	2	3	4	5	6	7	8	9	10	
Limited											Highly
Eagerness											Eager

Last Four Digits of Phone Number: _____

REACTION TO THE MATERIAL (CONTINUED)

What supports do you think you would need to implement this approach to learning for this project?

Do you have other questions/concerns at this time?

PRE-QUESTIONNAIRE (PRE LEARNING BLOCK) – ESL LEARNER
(RESPONSE FORMAT MAY BE WRITTEN AND/OR ORAL DEPENDING ON LANGUAGE NEEDS)

Thank you for participating in this study. Please complete the following questionnaire:

PERSONAL INFORMATION

Last Four Digits of Phone Number: _____

Age: _____ Gender: _____

Country of Origin: _____ Amount of Time in Canada: _____

First Language (L1): _____

Additional language(s) acquired: _____

CLB Level: _____

Have you taken ESL classes in Canada before? No Yes

If yes, Please indicate what classes you have taken: _____

LEARNER PROFILE

On the scale below, please indicate how comfortable you are using technology:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, please indicate your level of English skills:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, how comfortable are you speaking English?

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, how comfortable would you be ordering at a restaurant?

1 2 3 4 5 6 7 8 9 10
Limited Extensive

On the scale below, how much do you enjoy learning English at school?

1 2 3 4 5 6 7 8 9 10
Not at all Very much

On the scale below, indicate how familiar you are with the Durham Immigration Portal:

1 2 3 4 5 6 7 8 9 10
Limited Extensive

Last Four Digits of Phone Number: _____

What are topics that you would like to learn about in class that would help you when interacting with the community?

How can we help you learn English?

What should we know about you as a learner?

FOCUS GROUP – ESL LEARNERS

POST-CLASSROOM INTERVENTION

RESPONSE FORMAT: ORAL INTERVIEW (VIDEO RECORDED)

Possible Questions:

- How did you enjoy this learning block? What did you like/didn't like about it?
- Was this a helpful way to learn English? Why or why not?
- Do you feel more comfortable ordering at a restaurant? Why or why not?
- What did you learn about eating out in Durham Region?
- What did you think about the Durham Immigration Portal?
- Would you visit the Durham Immigration Portal website again on your own?
- What suggestions would you make to your instructors to help you learn English?
- What do you think is important information to have on an Immigration Portal website?
- Do you have other comments at this time?

FOCUS GROUP – ESL INSTRUCTORS (POST-CLASSROOM INTERVENTION)

RESPONSE FORMAT: ORAL INTERVIEW (VIDEO RECORDED)

Possible Questions:

- How did you enjoy teaching using task-based learning?
- How do you think your students enjoyed learning using this approach?
- What observations did you make in the classroom during this project?
- How did you find working with the Durham Immigration Portal?
- How do you think this project impacted learners' integration into the community?
- How do you think this project impacted language learning?
- What challenges did you face while using the portal, if any? How did you solve them?
- What are the advantages of this approach to learning?
- What are the disadvantages of this approach to learning?
- Describe your professional growth during this project.
- What suggestions would you make to other instructors looking for replicate this study?
- Do you have other comments at this time?

Thank you for participating in this study. Please respond to the following questions in writing. Prompts are included to help guide your reflection. These questions will also form the structure of a subsequent video-recorded interview.

1) What is your name and title? For what organisation do you work?

2) How did you get to the idea of creating a portal for Newcomers?

Prompts:

- How did the idea for a Durham Immigration Portal come to be?
- What are the main objectives of the portal?

3) How did you conceptualize the portal?

Prompts:

- Who was consulted in conceptualizing the portal?
- How did you determine what elements to include in the portal?
- Who is the intended audience of the portal?

4) How did you develop the portal?

Prompts:

- How did you move forward in building the web platform?

5) How did you pilot or test the portal? Were modifications needed?

Prompt:

- What learning happened along the way?

6) How do you address the maintenance of the portal?

Prompt:

- How do you keep the content of the portal current?

7) How do you measure the outcomes?

Prompts:

- Do you have any protocols?

8) Are there any other aspects you would like to mention?

Prompts:

- Were there any struggles or “aha!” moments that you can share?
- Would you like to add anything else?

DURHAM DISTRICT SCHOOL BOARD
EXTERNAL RESEARCH APPLICATION

Name:	Date:
Address:	Tel. (Res.):
	Tel. (Bus.):
Position:	
Institution or Agency:	Tel.:

Please check one:

Undergraduate Thesis

Master's Thesis

Doctoral Thesis

Externally-Sponsored Project

Other:

1. Title of Research Proposal:

2. Objectives of Research:

3. Practical Benefits of Research and/or Contribution to:

a) Durham District School Board:

b) Educational Knowledge:

4. Data Collection:

a) Subjects:	Students	Grade	Number	Time Required
		Grade	Number	Time Required
		Grade	Number	Time Required

Teachers

Other Staff

b) Facilities required:

c) Equipment required:

d) Assistance required:

e) Other resources required:

f) Other Boards involved:

g) Instruments (list all tests, questionnaires and measures to be used and attach copies):

h) Particular schools preferred (if applicable):

i) Other special arrangements, facilities or circumstances:

5. Method of Investigation/Study:

a) Method/Process:

b) Information required from school records:

c) Obtaining parental consent (describe):

d) Provisions for preparing subjects:

e) Type of analysis:

6. Timeline:

- a) Commence Data Collection:
- b) End Data Collection:
- c) Expected Date of Report to External Research Committee:

7. Provision for Feedback:

- a) To participants and/or participating schools:
- b) To parents (if applicable):
- c) To educational officials and/or school system:
- d) Publication plans:

I have received and read the Durham District School Board's Research Procedure and agree to follow its requirements if my application is accepted.

Signature of Researcher

This is to certify that the above-described research proposal has been vetted for its academic soundness. I have given consideration to ethical, legal and moral questions arising from the proposal.

Contact Person (e.g. sponsoring professor, director of organization)

Name of Organization

RETURN TO:

**Attn: Administrative Secretary
Accountability & Assessment Department
Durham District School Board
First Floor, 400 Taunton Road East
WHITBY, ON L1R 2K6**

**PLEASE INCLUDE SEVEN (7) COPIES PLUS THE ORIGINAL OF THE APPLICATION
INCLUDING ALL SUPPORTING DOCUMENTATION**