

LEARNER PROFILE: FOUNDATION PHASE

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

The purpose of these broad descriptions is to:

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

This profile includes information in the following areas:

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



Learner Profile: Foundation Phase			
An at-a-glance profile of adult ESL literacy learners at Foundation Phase All skills are measured according to the Canadian Language Benchmarks and the Canadian Language Benchmark Literacy Phases			
Years of Formal Education	Reading and Writing Skills	Range of Listening and Speaking	Range of Numeracy
0-2	Foundation Phase	CLB 1-3	Phase I
Typical Age Range		Gender	
adults of all ages, but predominantly either between 18-25 or over 55		usually mostly women	
Common Challenges in the Classroom	Common Strengths in the Classroom	Common Barriers to Learning	
no classroom experience frequent exhaustion few formal learning strategies low oral skills building fine motor skills realizing that print has meaning	taking risks collaborative learning oral repetition prior practical knowledge survival skills	poverty lack of adequate housing lack of childcare lack of transportation lack of ability to access help issues may be serious before learner receives help	
Typical Social and Political Background		Indicators a Learner is at Foundation Phase	
learner can come from any country in the world usually rural villages usually highly oral societies learner may have spent time in refugee camps or in additional countries before immigrating learner may have experienced war, famine, displacement, poverty, or social or political unrest		learner has a lack of familiarity with classrooms learner cannot identify his or her own nametag learner has difficulty with left-right and top-down directionality learner holds a book upside down or sideways learner is unable to track (follow the text) with his or her eyes	
Typical Educational Background		learner may talk when the instructor is talking, not recognizing that what the instructor is saying is relevant, or even that it is language at all	
0-2 years of formal education formal education interrupted or cut short previous formal education may have been in a second language previous educational setting may have lacked resources, facilities, or educated teachers			

