



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# English as a Second Language (ESL) English Literacy Development (ELD)

The Ottawa-Carleton District School Board (OCDSB) offers ESL (English as a Second Language) support at both the elementary and secondary levels to assist students in acquiring English language proficiency. These students may have recently arrived in Canada, have come from Canadian communities or school systems in which a language other than English is spoken or taught, or were born in Canada and may require assistance to learn English.

The OCDSB also offers ELD (English Literacy Development) support at both the elementary and secondary levels to assist students designated by the Family Reception Centre as requiring ELD support. These students are those recently arrived at the OCDSB who, due to various factors, have not yet developed age-appropriate literacy skills and/or numeracy skills in their first language. These learners should receive support for both language acquisition and academic upgrading.

In order to register English language learners (ELLs) in an OCDSB school, students should go to the Family Reception Centre for a language and mathematics initial assessment. The Family Reception Centre is part of Curriculum Services in the OCDSB and is located at the Adult High School. Some students may be able to register directly at one of the OCDSB elementary or secondary schools.

## Factors Affecting Second-Language Acquisition

The factors that influence second-language acquisition include level of first-language literacy, previous educational experience, and exposure to English, language(s) spoken at home, stage of acculturation, possible effects of personal trauma, length of time in Canada, and possible presence of learning exceptionalities (both giftedness and/or learning disabilities). Teaching strategies and available resources, parental involvement in their children's education, and the school's validation of students' linguistic and cultural backgrounds, along with their educational experiences, are all of equal importance.

## Elementary ESL

Students who require ESL support (stages 1 to 4 of English language acquisition) at the elementary level attend their home school where they are placed at their age-appropriate grade level. They receive ESL support either from an ESL teacher or a classroom/subject teacher.

According to the Ontario Ministry of Education, most students who “*require ESL support participate in the regular classroom program for most of the school day.*” ESL instruction at the elementary level in the OCDSB is generally content-based and linked to grade-level curriculum expectations. These expectations are modified according to the student's stage of English language proficiency. Once elementary English language learners are able to achieve grade-level expectations without accommodations, they no longer require ESL support or an ESL designation. The length of time needed to achieve this level of proficiency in English varies from student to student and depends on the factors outlined above.

## Elementary ELD

Students who require ELD support (stages 1 to 3 for oral communication and stages 1 to 4 for reading and writing) at the elementary level attend the nearest elementary school where ESL support is provided by an ESL teacher if none exists in their home school or are placed in an ELD system class for grade 7 and 8 students. These students are normally placed at their age-appropriate grade level although their academic skills may be two or more years below this grade level. Therefore, instruction for students who require ELD support should attempt to bridge the gap between their academic skills and their age. They receive the maximum possible support from both an ESL and a classroom/subject teacher. ELD instruction at the elementary level is generally content-based, focusing on both language acquisition and upgrading literacy and numeracy skills.

## Secondary ESL

Students who require ESL support at the secondary level attend the nearest secondary school that offers credit language courses (ESLAO to

ESLEO) for English language learners. Up to three ESL language courses can be applied to the four compulsory English credits required for diploma purposes. Students should take two ESL language courses per year.

Along with ESL language courses an English language learner's timetable might include some sheltered courses, if required and depending on availability. Sheltered courses are designed to support students as they develop academic language proficiency in various content areas. These courses are credit bearing for diploma purposes and are normally offered at the grade 9 and 10 level only. Students may take a combination of sheltered and mainstream content courses.

### **Secondary ELD**

Students who require ELD support at the secondary level attend a secondary school offering ELD credit language courses (ELDAO to ELDEO) and non-credit content courses. Up to three ELD language courses can be applied to the four compulsory English credits required for diploma purposes. Students should take two ELD language courses per year.

Along with ELD language courses, beginners (taking ELDAO or ELDBO) require non-credit sheltered courses in order to bridge the gap between their academic skills and the expectations of their age-appropriate grade level. They normally require more time and support than those students receiving ESL support since they may have experienced interrupted schooling, or have low literacy skills in their first language, or may not have had opportunities to attend school. They may not have yet acquired expected school behaviours and/or study habits.

Once students progress through their ELD language courses and non-credit content courses, they move into ESL language and sheltered courses where they begin to earn more credits towards a high school diploma.

The OCDSB also offers a Central Orientation Class (COC) designed for newly-arrived students between 18 and 21 years of age who require ELD support. They receive English language and math support. Students normally attend the COC for one to two semesters. Students leave the COC to take other courses at the Adult High School, other programs offered by the OCDSB, or enter the workforce.

### **ESL/ELD SUPPORT — CURRICULUM SERVICES**

Elementary ESL Support  
Contact Nadia Towajj-White  
System Elementary Principal  
Curriculum Services  
613-596-8211, ext. 8515  
[nadia.towajj-white@ocdsb.ca](mailto:nadia.towajj-white@ocdsb.ca)

Secondary ESL Support  
Contact Barry Bickerton  
System Secondary Principal  
Curriculum Services  
613-596-8211, ext. 8524  
[barry.bickerton@ocdsb.ca](mailto:barry.bickerton@ocdsb.ca)

### **FAMILY RECEPTION CENTRE**

Contact Robyne Warren, Coordinator (K-12)  
613-239-2416  
[robyne.warren@ocdsb.ca](mailto:robyne.warren@ocdsb.ca)

For more information, refer to the OCDSB *Family Reception Centre* factsheet which is available from Communications and Information Services at 133 Greenbank Road or from the Family Reception Centre. The factsheet is also available on the OCDSB website at [www.ocdsb.ca](http://www.ocdsb.ca).

### **ADULT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS**

Adult ESL/LINC (Non-credit)  
Continuing Education Department  
613-239-2325

Adult Literacy and Basic Skills (Non-credit)  
Continuing Education Department  
613-239-2325

Adult ESL Support (Credit)  
Adult High School  
613-239-2707

**Published by Communications and Information Services  
in collaboration with Curriculum Services — September 2012**



133 Greenbank Road • Ottawa, ON K2H 6L3 • Phone: 613-721-1820  
Fax: 613-820-6968 • Website: [www.ocdsb.ca](http://www.ocdsb.ca)