

SECTION 3

Domains of EAL Learning

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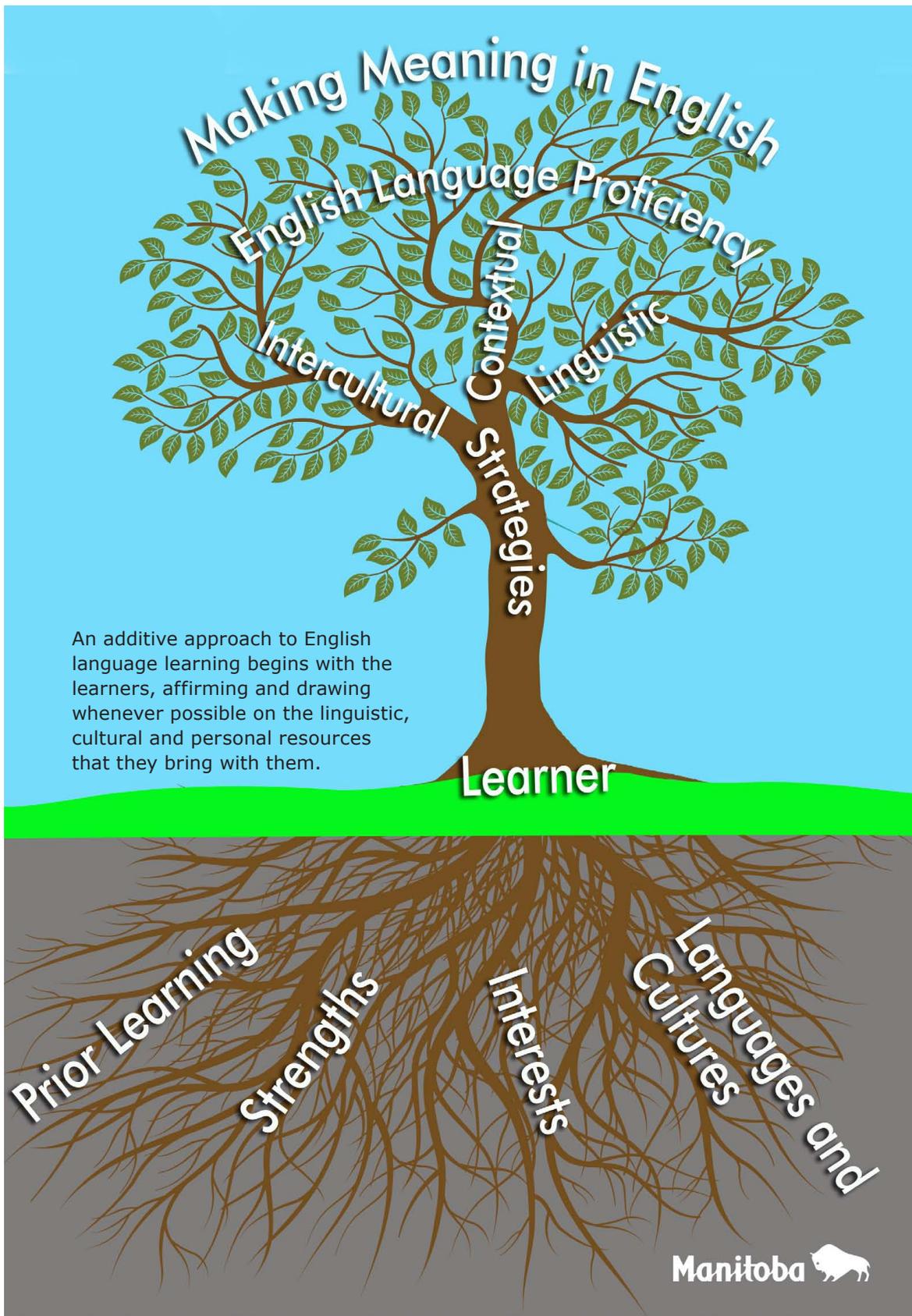
### 3.1 INTRODUCTION TO THE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) DOMAINS OF LEARNING

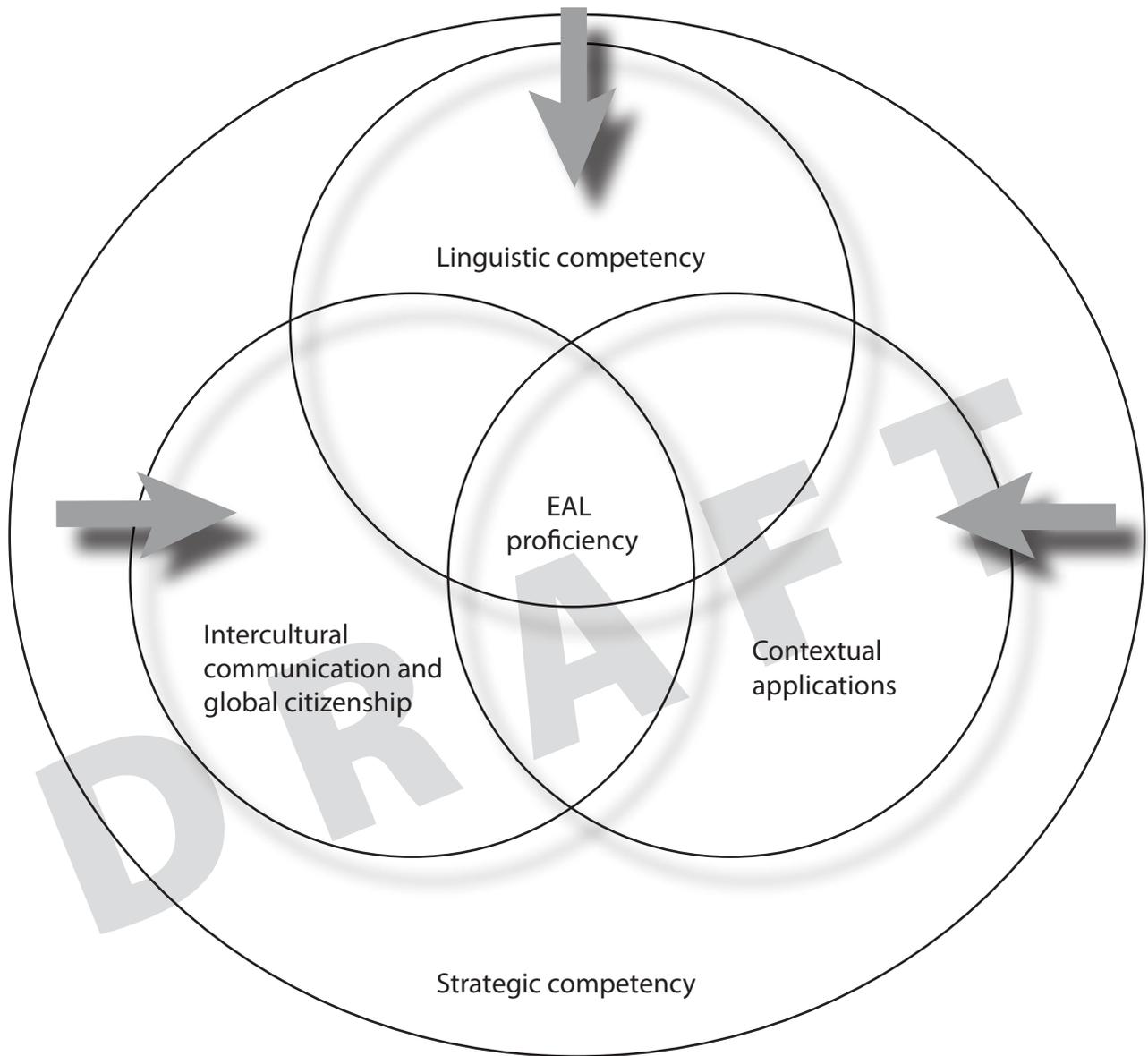
The domains of EAL learning include four areas of knowledge, skills, strategies, and attitudes that students need to become proficient in the use of the English language for social and academic purposes and to become an interculturally competent citizen. The clusters and strands identify the component knowledge, skills, strategies, and attitudes that contribute to the domains. Within each strand, learning goals are identified for each stage. It is important to recognize that the four domains identified here (Linguistic Competence; Contextual Applications; Intercultural Competence and Global Citizenship; and Strategic Competence) are interdependent elements, as reflected in some of the common descriptors used across the stage learning goals. Though the domains have been separated for purposes of clarity in this curriculum document and to aid in assessment, instruction planning, and delivery, they should be regarded as complementary and overlapping elements of a comprehensive curricular approach. Similarly, the domains and this curriculum framework should be viewed as complementary to the existing provincial K-12 curriculum documents.

Assumptions about EAL learners:

- Learners have had prior age-/grade-appropriate education and have strong literacy skills in one or more languages.
- The primary focus in terms of academic learning is on transferring prior academic knowledge, concepts, and skills to English and developing appropriate subject-area knowledge, skills, and attitudes where there are gaps.
- Learners need to develop a repertoire of vocabulary and language structures required for a range of academic subjects. This requires developing foundational subject-area vocabulary as well as more complex vocabulary. The vocabulary development that is envisioned assists students in developing a repertoire of essential academic subject-area vocabulary from K-12 or to the student's age-/grade-appropriate level.

As students develop their English language skills, they will increasingly focus on developing the language required for academic subject-area learning. However, at Stages 1-2, the focus is on developing basic interpersonal communication skills and foundational language required for a variety of academic tasks and subject areas.





## Organization of the Domains of EAL/LAL Learning

Each domain contains two or more clusters of related strands. For example, the first domain, Linguistic Competency, includes the clusters of linguistic elements, language competence, socio-cultural elements, and discourse organization. Each cluster includes several strands, which may be further broken down. The following list includes all of these elements.

1. Linguistic competency: Students will use the English language confidently and competently for communication, personal satisfaction, and further learning.

### 1.1 Linguistic Elements

- 1.1.1 Sound-symbol system
- 1.1.2 Lexicon
- 1.1.3 Grammatical features
- 1.1.4 Mechanical features
- 1.1.5 Discourse features

Suggested topics for development of lexicon (supporting 1.1.2)

### 1.2 Language Competence

- 1.2.1 Listening-viewing
- 1.2.2 Speaking-representing
- 1.2.3 Reading-viewing
- 1.2.4 Writing-representing
- 1.2.5 Interactive fluency

### 1.3 Socio-cultural/socio-linguistic elements:

- 1.3.1 Register
- 1.3.2 Idioms
- 1.3.3 Variations of language
- 1.3.4 Social conventions of language
- 1.3.5 Non-verbal communication

### 1.4 Discourse (textual) organization, structure, and sequence

- 1.4.1 Cohesion/coherence
- 1.4.2 Text forms
- 1.4.3 Patterns of social interaction

2. Contextual applications: Students will acquire and use English in a variety of contexts and for a variety of purposes:
  - 2.1 Meet personal needs and interests
    - 2.1.1 Express emotions and personal perspectives
    - 2.1.2 Share ideas, thoughts, opinions, preferences
    - 2.1.3 Use language for imaginative purposes and personal enjoyment
    - 2.1.4 Express humour/fun
    - 2.1.5 Creative/aesthetic purposes
    - 2.1.6 Extend knowledge of the world
    - 2.1.7 Solve problems
    - 2.1.8 Explore opinions and values
  - 2.2 Communicate and meet group needs and interests
    - 2.2.1 Form, maintain, and change relationships
    - 2.2.2 Impart and receive information
    - 2.2.3 Get things done
  - 2.3 Gain and use knowledge
    - 2.3.1 Acquire and use the specific language needed to transfer prior academic and content/subject-area knowledge, concepts, skills, and attitudes
    - 2.3.2 Acquire the specific language needed to learn new knowledge, concepts, and skills in the content/subject areas
3. Intercultural Communication and Global Citizenship: Students will acquire knowledge, skills, and attitudes that will enable them to participate, communicate, and contribute to an interdependent, multilingual, and multicultural local and global society.
  - 3.1 Developing and use knowledge and understanding of themselves as bilingual/bicultural or multilingual/multicultural learners
    - 3.1.1 Affirm and value first language and culture
    - 3.1.2 Value diversity
    - 3.1.3 Explore personal, academic, and career opportunities
  - 3.2 Develop and use knowledge and understandings concerning Canada's peoples and Canada's development as a nation and society
    - 3.2.1 Demonstrate knowledge of Canada's history and development
    - 3.2.2 Demonstrate knowledge of Canada's peoples, cultures, and traditions
  - 3.3 Develop and use knowledge and understandings about global citizenship
    - 3.3.1 Understand the importance of intercultural communication
    - 3.3.2 Understand the importance of interdependence and building community

4. Strategic Competence: Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, to use Canadian English, and to learn through Canadian English.
  - 4.1 Demonstrate knowledge and use of language learning strategies
    - 4.1.1 Demonstrate knowledge and use of cognitive learning strategies
    - 4.1.2 Demonstrate knowledge and use of metacognitive learning strategies
    - 4.1.3 Demonstrate knowledge and use of social-affective learning strategies
  - 4.2 Demonstrate knowledge and use of language-use learning strategies
    - 4.2.1 Demonstrate knowledge and use of receptive learning strategies
    - 4.2.2 Demonstrate knowledge and use of productive learning strategies
    - 4.2.3 Demonstrate knowledge and use of interactive learning strategies
  - 4.3 Demonstrate knowledge and use of general learning strategies
    - 4.3.1 Demonstrate knowledge and use of cognitive learning strategies
    - 4.3.2 Demonstrate knowledge and use of metacognitive learning strategies
    - 4.3.3 Demonstrate knowledge and use of social-affective learning strategies

## LAL Domain 1: Linguistic Competency

**Linguistic Competency** is a broad term that includes linguistic or grammatical competence, language use competence (fluency), sociocultural or sociolinguistic competence, and what might be called textual competence. The clusters and strands under Linguistic Competency deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes—in other words, in practical **applications**.

The various components of linguistic competence are grouped under five cluster headings (see the illustration on page 3-5). Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the growth of learning from stage to stage. Each strand deals with a single aspect of language competence. For example, under the cluster heading “linguistic elements,” there is a strand for the sound and symbol system (pronunciation, stress, and intonation), lexicon (vocabulary words and phrases), grammatical features (syntax and morphology), mechanical features (punctuation, abbreviations), and discourse features (conjunctions and referential devices that link sentences).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language in **different contexts and for different purposes** including personal, academic, and social purposes. Tasks will be chosen based on the needs, interests, and experiences

of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself. The **students do not perform these tasks in isolation**, although it is important to provide opportunities for them to notice the form and function of linguistic features. Students will usually become aware of structures and their functions before they are able to manipulate them independently.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language-use strategies in the Strategies domain.

## LAL Domain 2: Contextual Applications

In the K–12 system, EAL students are learning a new language at the same time that the new language is used for instructional purposes for various subject areas. (Note that in French Immersion and Français classrooms, English is normally only used for English language arts instruction.) EAL programming, then, is composed of both linguistic development and academic development components. Therefore, in planning and implementing EAL programming, teachers and schools need to take into account the students’ general EAL development as well as the students’ academic or subject-area learning needs.

This is especially true for beginning EAL learners and LAL learners. In the case of beginning learners, although they may arrive with age-/grade-level-appropriate subject-area knowledge, skills, and attitudes, their academic development will be delayed as they initially focus on developing basic or survival language skills and then begin to develop the language skills needed to “transfer” their prior learning. Learners that have had minimal prior learning because of disrupted or no formal schooling will have limited academic/subject-area knowledge, skills, and attitudes to transfer. The instructional program for these students will necessarily then need to focus on developing appropriate subject-area language skills and developing the essential knowledge, skills, and attitudes required for a range of subjects that are part of the educational program and foundational requirements for future post-secondary or workplace training (See Section 5: Domains of LAL Learning).

Research suggests that learners who have not had prior exposure to English will require up to two years to develop interpersonal/communicative proficiency and up to seven or more years to develop academic language proficiency. If this is the case, it can be expected that those learners who have had no previous exposure to English, but have had age-/grade-appropriate prior learning, may initially experience a significant lag in their academic or subject-area development as the normal learning trajectory is interrupted by the demands of learning a new language.

To help EAL learners achieve academic success and gain essential skills required for the workplace and for active citizenship, EAL programming should weave together

both EAL and content-based or subject-area-based instruction. As learners progress through the various stages of language development, the instructional program must increasingly stress academic English development and the development of subject-area-specific knowledge, language, and skills. To be able to achieve this, EAL and subject-area teacher collaboration is essential, as is the provision of appropriate instructional programs and models.

With this in mind, the domain of Contextual Applications reflects the interrelatedness of EAL and subject-area learning that is essential for educational success. This domain recognizes that EAL learners also need to develop language and general skills that they can apply in non-academic contexts and purposes such as those related to the workplace, home, and community. Contextual Applications also focuses on the development of skills and understandings that will allow students to meet their individual needs/interests or group, collective, and social needs—that is, to “get things done.” Students must use language transactionally for personal and social, academic, and non-academic purposes in both academic and non-academic contexts.

The various components of contextual applications are grouped under three cluster headings. Under each of these headings, there are several strands, identified by strand headings at the left end of each row, which show the growth of learning from stage to stage. Each strand deals with a single aspect of contextual applications.

### LAL Domain 3: Intercultural Competency and Global Citizenship

The Intercultural Competency and Global Citizenship aspect of the EAL/LAL Framework reflects the development of students’ positive self-identity within the Canadian educational system/society and the development of the knowledge, skills, and attitudes that will enable them to participate effectively as global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of intercultural competency and global citizenship are grouped under three cluster headings (see the illustration on the previous page). Under each of these headings, there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from stage to stage. Each strand deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. In addition to developing a bank of knowledge about the cultures represented in Canada and the English-speaking world, it is important that students develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the

cultures they have not learned about in class or encountered in their local community, they will have the skills and abilities to deal with them effectively and appropriately.

As learners develop English language skills and experience living in a new society, and seek to integrate these with their prior cultural and linguistic knowledge, skills, and experiences, their image of themselves and concept of self-identity will change. The development of a positive self-concept, as well as a strong self-identity as a bilingual/bicultural learner (multilingual/ multicultural learner), is an essential element of finding a place and sense of belonging in a new learning and social environment. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second or additional language learning experience with a heightened awareness and knowledge of their first/dominant language and culture. They will also be able to generalize about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a Canadian and a global context.

It is important for learners to develop an awareness and understanding of how culture and cultural patterns affect and help shape the learner, Canadian society, and other peoples. An essential part of developing intercultural competency in a Canadian context is developing greater knowledge of the English language and the development of Canada and Canadian society from the perspectives of history, contemporary life, diversity, and change.

Lastly, students need to develop strong knowledge, attitudes, and skills that will enable them to participate actively and fully in the local and global community. This implies that learners will develop knowledge, attitudes, and skills that will assist them in belonging to and contributing to culturally diverse local and global communities. Students need to develop an understanding of local and global interrelatedness and interdependence if they are to contribute to the development of community. They also need to develop a sense of community, an understanding of similarities and differences among people, and an appreciation for the contributions to local communities and society that diverse individuals and peoples have made. Students need to explore how they can apply their intercultural understandings and communication skills for personal, educational, and career aspirations and interests, and opportunities to participate in and contribute to local and global communities, marketplaces, and workplaces.

Learners will demonstrate different levels of development concerning intercultural competency. Some learners will have had significant experiences with diversity and have developed good intercultural/cross-cultural knowledge, skills, and attitudes. Others will have limited experience with diversity and be relatively unaware of how culture influences them and their society/community. The development of intercultural/cross-cultural competency is a complex and difficult process for most people. The progression of intercultural communication skills reflected in the continuum follows from the idea of stages of intercultural sensitivity as described by M.J. Bennett. While intercultural competency is expected to develop along with language and cultural knowledge, the development may not be linear. Therefore, it is conceivable that some

students will not develop full intercultural competency but may be quite fluent linguistically.

For more information on cross-cultural collaboration and the stages of intercultural sensitivity, see the *Toolkit for Cross-Cultural Collaboration* at <[www.awesomelibrary.org/multiculturaltoolkit.html](http://www.awesomelibrary.org/multiculturaltoolkit.html)>.

## LAL Domain 4: Strategic Competence

Under the Strategies heading are specific outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, which are important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the conscious use of strategies. EAL learners, especially those with several years of formal education in their previous country, may have a limited repertoire of learning strategies that support learning in a new language setting and in a new educational system. For example, students who have been required to memorize extensively may not be as familiar with research skills or how to manage group projects. An explicit focus on strategic competence will enhance both language and academic learning.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from stage to stage. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language-use strategies are organized by communicative mode: receptive, productive, and interactive.

The strategies that students choose depend on the task in which they are engaged, as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the stage learning goals describe the students' knowledge of, and ability to use, general types of strategies. More specific strategies for each general category or type are included in a list of strategies at the end of the domain chart. The specific strategies provided in the sample lists are not prescriptive but are provided as an illustration of how the general strategies in the stage learning goals might be developed. Teachers need to know and be able to demonstrate a broad range of strategies to students, who will then be able to select those strategies that will support communication and learning. Strategies of all kinds are best taught in

the context of learning activities where students can apply them immediately and then reflect on their use.

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