

Introduction

Purpose of This Document

All students bring valuable experiences to the learning environment, including students who are learning the language of instruction and who have limited formal schooling. These students, however, face a more complex and challenging journey to success as they transition into Manitoba schools. In the Manitoba Kindergarten to Grade 12 education system, the term *literacy, academics, and language (LAL) learner* is used to describe this subset of EAL students who are learning English as an additional language (EAL) and who need to develop literacy and foundational academic knowledge and skills. For a variety of reasons, including war, environmental disasters, civil unrest, poverty, or culture, these students may have attended school sporadically or not at all. The content of their previous formal education may have been limited by resources, teacher training, or a narrow curriculum. This term does not denote cognitive abilities; it assumes the usual range of learner abilities while pointing to the emphasis on literacy, academics, and language. Although younger students may also have experienced similar disruptions in their education, the term LAL focuses primarily on Middle and Senior Years students who will need intensive and accelerated programming to access age-appropriate/grade-level curriculum.

Learning, literacy, and academics is a more complex and challenging process for LAL learners because they need to develop foundational academic skills in subject areas while they are learning English and developing literacy. LAL learners may appear to progress more slowly than other EAL students in the classroom because they are learning the language of instruction and subject-area content at the same time as they are establishing the practices and processes of formal education and the classroom. They may have limited experience with writing implements and classroom technology and they may be unfamiliar with using books to find information. The students may have experienced grief, trauma, and loss in their home country and on their journey to Canada and thus benefit from psychosocial and well-being supports. LAL students will need intensive supports to develop an understanding of the culture and function of schools, the processes of a classroom, and their own academic skills as they plan for long-term learning.

Because strong literacy skills are foundational to success in all other academic subjects and daily life, LAL learners will need intensive and focused foundational experiences with literacy concepts and for developing the academic language concepts that are developed over time within the Kindergarten to Grade 5 English language arts (ELA) curriculum. At the same time, students need to learn English as used in specific academic subject areas, and they also need to develop the practical applications of literacy in everyday life in Canadian schools

and communities. The courses represented in this document offer opportunities to develop background knowledge and processes in literacy and language to enable the students to transition more successfully into Stages 2–3 EAL learning as well as into specific subject-area classes.

The LAL literacy courses are drawn from the outcomes of LAL domains of learning as well as concepts from the Kindergarten to Grade 5 [ELA Framework](#) and the [Curriculum Essentials](#) for science and social studies. The big ideas presented and the groupings of outcomes are drawn from LAL programming curriculum framework documents at the Senior Years level. LAL phases are also incorporated into the literacy courses. Due to the large number of skills required to complete each level, the literacy courses have been subdivided into four sections. The intent of these courses is to communicate clearly high expectations for students in literacy and education to all educational partners across Manitoba, and to facilitate the development of common learning resources in order to prepare students with foundational literacy concepts. These courses will be delivered as four half-credit courses:

- LAL Foundational Literacy Course Phase 1A
- LAL Foundational Literacy Course Phase 1B
- LAL Foundational Literacy Course Phase 2A
- LAL Foundational Literacy Course Phase 2B

This curriculum for the literacy course is designed to address the fundamentals of literacy and the language needs of individual LAL students. When it has been determined that a student already has the necessary skills for a particular half course, they can register directly for the next half course. When students show proficiency in any LAL literacy half course, they can transition into the next half course. In the case of the LAL Foundational Literacy Course Phase 2B, the expectation is that most LAL students will transition into additional programming at the end of Stage 2 EAL or beginning of Stage 3 EAL courses. In general, they transition into subject-area courses using E-credit designation while continuing to receive support with the EAL courses.

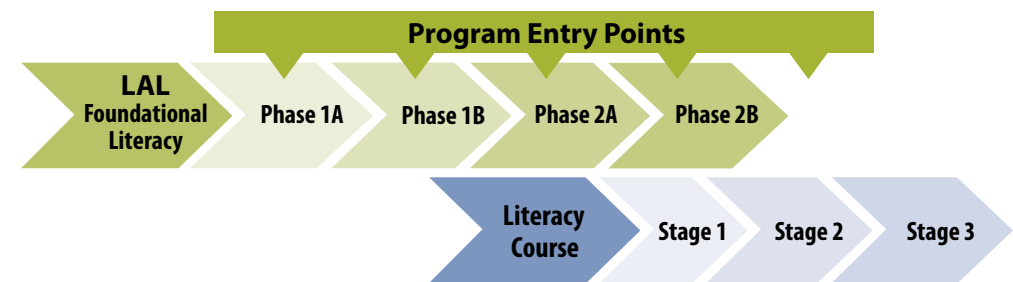


Figure 1: Transition to EAL Programming

Manitoba Education and Early Childhood Learning requires that the grades in these courses be reported on the provincial report card. When a final grade is reported, the LAL student will have shown proficiency in both the English language and the content represented in the course, and the half credit is recorded for that course. If a student is continuing in the course next semester or next year, a final term mark may be given but a final grade for the course should not appear on the report card.

Each course addresses selected topics within all four LAL domains (linguistic competency, contextual applications, intercultural competency and global citizenship, and strategic competency) from the Manitoba LAL curriculum. The expectations of the LAL courses are that outcomes and skills be attained through topics that relate to their LAL goals. The LAL students will develop literacy while they simultaneously build their language proficiency and foundational subject-area academic knowledge. The different components of the courses include scaffolds that enhance academic language, conceptual understanding, literacy practices and strategies, and they make connections to the community and global contexts. There are also infused topics to be added to these LAL courses including Indigenous perspectives, social media and information and communication technology (ICT), safe and caring schools, and the Manitoba global competencies. As many LAL students may not have an understanding of the infused topics in a Canadian context, it is important to keep these topics in mind while planning lessons.

The end of LAL Literacy 2B is not the end of the student's linguistic and academic development in the high school setting. Successfully completing LAL Literacy 2B means students are ready for additional EAL courses at a Stage 2 or 3 level and subject-specific courses with E-credit designations. As students have limited literacy, academic knowledge, and skills in literacy, LAL programming will be more intensive and will require more time. Furthermore, students' literacy and academic learning will continue to require additional time and support as they transition to and continue in EAL and academic programming. It is important for LAL learners to develop the skills needed for future learning and work opportunities beyond high school.

Manitoba's Framework for Learning

Manitoba Education and Early Childhood Learning is also developing an overall Framework for Learning (see www.edu.gov.mb.ca/k12/cur/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program (see www.edu.gov.mb.ca/k12/cur/programs.html). Under this comprehensive Framework for Learning, each program maintains the same solid foundation of goals, global competencies, learning experiences, and assessment, evaluation, and reporting, as well as a consistent

curriculum structure. This pilot document, *EAL Literacy Stages 1–3/LAL Literacy Stages 1–2*, has been developed for implementation in classrooms, and its structure will be revised once the pilots are completed and the Framework for Learning is finalized.

Reference to Manitoba LAL Progressions and the Literacy Course

Introduction to the LAL Domains of Learning

The four domains of LAL learning are parallel to those for EAL and include the knowledge, skills, strategies, and attitudes that students are expected to demonstrate in Middle Years and Senior Years. For a thorough understanding of the LAL domains, please refer to the LAL domains of learning in the [Manitoba Grades 9–12 Curriculum Framework for English as an Additional Language \(EAL\) and Literacy, Academics, and Language \(LAL\) Programming, Senior Years](#). However, the EAL domains assume students have close to age-appropriate education and literacy skills in their first language, whereas the LAL domains have been adapted to meet the needs of students with limited or no prior formal education or literacy skills in any language. Overlap is evident between early EAL stages and LAL phases; therefore, there will be some components of parallel programming.

The four domains of LAL learning are

- linguistic competency
- contextual applications
- intercultural competency and global citizenship
- strategic competency

The four domains identified are interdependent elements, as reflected in some of the common descriptors used across the LAL phases 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 (see Figure 2).

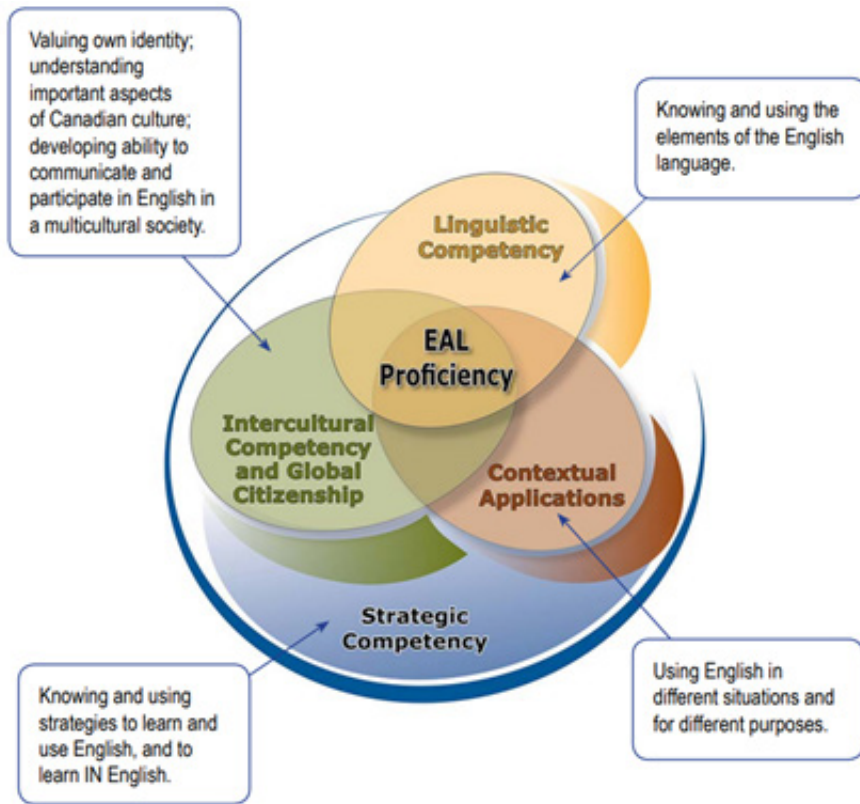


Figure 2: The Four LAL Domains and Their Descriptions

LAL Phases—What Are They?

The LAL phases are intended for students with limited or no prior schooling and low literacy in any language who enter the school system in the Middle and Senior Years. These learners are not exclusively from war-affected/refugee backgrounds; they may be Canadian-born or living in an isolated area where there is no access to school.

These learners may face multiple challenges (e.g., settlement, health, mental health and trauma, cultural, education, language barriers) in adapting to life in Manitoba and the school environment and in succeeding academically. They are also likely to have very limited numeracy and academic skills in any language. It is recognized that younger students may arrive who have also missed some or all of the Early Years; when younger EAL students are

significantly behind age-/grade-appropriate literacy and content-area outcomes, specialized planning drawn from the LAL domains may be used.

Unlike EAL learners, who have age-/grade-appropriate education and are already literate in at least one language, LAL learners have less knowledge and fewer skills that they can transfer to the learning of English and other academic subjects. Therefore, in addition to learning English, students will need to develop foundational literacy, numeracy, and academic/subject-area knowledge and skills at the same time that they are acquiring foundational English language competency. The complexity and difficulty of this process means that these learners often feel overwhelmed. Typically, they will need intensive learning opportunities, programming, and more time if they are to be successful in a variety of subject areas. When considering the progress of such students, teachers must always take into account the student's language and literacy learning background and any initial levels of literacy in the first language.

The linguistic and academic knowledge, skills, and attitudes developed through the Early Years curriculum and school experiences are intended to be the foundation for personal and social development and lifelong learning. In many ways, the curriculum in the Middle Years and Senior Years expand and enable a more complex and abstract application of the foundational knowledge and skills. Therefore, students who have missed all or part of their schooling need to develop these linguistic and academic foundations before they can be expected to be successful in age-/grade-appropriate educational and literacy contexts.

Middle and Senior Years LAL: LAL Phase 1 and LAL Phase 2

Learners who are just entering LAL Phase 1 are beginning EAL learners who have had no prior formal schooling even though they are adolescents or young adults. They are preliterate or have very limited literacy skills in any language, and limited numeracy skills. The goal of LAL Phase 1 instruction is to help students

- be welcomed to the school and adapt to the classroom and school environment
- develop basic interpersonal communication skills (BICS) in English
- develop emergent literacy skills
- develop foundational numeracy and subject-area skills
- develop and use essential life skills in school and the community (e.g., call 911, wear winter clothing, read bus schedules)
- provide supports for social-emotional needs for students facing trauma, grief, and loss

Learners who are entering LAL Phase 2 typically are students who have completed LAL Phase 1 or are new students who have had some prior schooling but their language and literacy skills are well below what may be expected for their age/grade. Learners need to solidify and expand their literacy skills while also developing foundational, academic subject knowledge and skills that they will need for continued opportunities for learning. The goal of LAL Phase 2 instruction is to

- develop good interpersonal communication and foundational academic English language skills
- develop strong basic literacy skills that can be applied across different subject areas
- develop foundational knowledge, skills, and attitudes in all compulsory and elective subjects that are essential for success or of interest to the student in the Middle and Senior Years courses
- explore and develop long- and short-term learning and career plans
- provide supports for social-emotional needs for students facing trauma, grief, and loss
- build and develop socio-emotional and cultural connections and supports

Transitioning to Middle and Senior Years EAL Programming

The goal of LAL Phases 1 and 2 learning is to develop foundational linguistic and subject-area competency. With the LAL phase courses being divided into 1A, 1B, 2A, and 2B sections, this creates some opportunities for LAL students, including the following:

- The first opportunity is that students will have the potential to receive four half-course credits, all while improving their literacy skills. Students will be focused on the skills and outcomes necessary to attain a foundational level of language, all the while completing four optional half-credits.
- Secondly, LAL students will have opportunities to practise their learned skills for literacy. Each course provides repetition, which gives frequent exposure to new language and academic concepts. There are also embedded topics that will help students learn about important topics outside of school.
- Finally, examples and pathways exploring career plans and lifelong learning skills are part of these courses. There will be a focus on each individual student's pathway and on how to use skills learned in the class, as well as applying the skills to everyday lives.

The end of LAL Phase 2 is not the end of the students' linguistic and academic development. It is expected that students will transition to EAL programming appropriate for Middle Years Stages 2–3 or Senior Years Stages 2–3 to continue their education and linguistic development. LAL programming will be more intensive and of a longer duration. Furthermore, their literacy and academic learning will continue to require additional time and support as they transition to and continue in EAL and academic programming. It is important for LAL learners to develop the skills needed for future learning and work opportunities beyond high school.

Curriculum Considerations

Background of LAL Literacy Course Development

The Senior Years LAL literacy courses are part of the educational pathway for LAL students to engage in the Manitoba Senior Years curriculum in all subject areas and provide the foundation for future educational opportunities. The methodology and guiding principles of language learning informed the development of the LAL literacy courses, including many languages' learning concepts. These courses also align with Manitoba's curriculum documents.

The LAL courses were developed using the outcomes from the LAL Manitoba EAL/LAL Framework. The LAL literacy goals presented in this document originate from the [Curriculum Framework for English as an Additional Language \(EAL\) and Literacy, Academics, and Language \(LAL\) Programming](#) for Middle Years and Senior Years and includes descriptions of LAL students, the domains of LAL learning, as well as the LAL acquisition continuum.

English Language Arts, Social Studies, and Science Curriculum Considerations

There were many factors about the foundational knowledge of each core subject area utilized in the literacy courses. In planning for the LAL courses, there were discussions about the importance of utilizing the content within the [English Language Arts Curriculum Framework: A Living Document](#) and the [Curriculum Essentials](#) for social studies and sciences. While the outcomes were not specifically chosen for the LAL courses, there was a lot of discussion around the academic language and foundational lexicon in the core subject areas. Many of the themes and concepts developed in the LAL courses were extrapolated from the core subject areas.

Throughout these courses, LAL students will be developing skills in literacy, academics, and language in addition to adjusting to a new culture, school, community, and life in Canada. Some topics of the historical, geographical, political, and cultural concepts in the social studies curriculum were interwoven in the EAL/LAL curriculum. Some of the content from earth, life, and physical sciences topics were integrated into the suggested lexicon list. Language acquisition outcomes and the ELA curriculum were considered in the LAL curriculum with the understanding that acquiring English as an additional language is paramount to the literacy success of LAL learners. The LAL courses can help introduce concepts such as the scientific process, the use of timelines and historical events, the researching process, and strategies for making sense in the modern world.

Introducing Infused Topics in the Literacy Courses

There are many perspectives in the modern world and, in the development of these courses, it was important to look at current trends in the language learning process, interactive approaches to language acquisition in education, and the context of Manitoba's school communities. As the LAL courses started to take shape, the outcomes from the LAL curriculum became the main focus for determining outcomes for the LAL literacy course. That being said, there were some topics that needed to be emphasized in the development of these LAL courses. At first, the topics included Indigenous perspectives, ICT, global competencies, and social-emotional learning, and were part of the lexicon suggestions.

As discussions continued about the aforementioned topics, it became obvious that these themes needed to be infused into the courses. Each topic was included in the LAL literacy courses as infused topics. The infused topics section is meant to be explored at length in class and discussed on a regular basis. By infusing these topics with the content of the LAL courses, students will benefit in many ways. LAL students will have repetition of content from subject-area classes, building upon lifelong learning skills and understanding the crucial themes to explore. The following Manitoba curricula were utilized in the infused topics section.

Safe and Caring Schools

The safe and caring schools approach is an essential part of wellness and health that recognizes that healthy young people learn better and achieve more. Creating a sense of safety and belonging in schools encourages students to make healthy lifestyle choices and supports well-being. By infusing the safe and caring schools approach, strength-based practices, positive behavioural supports, and restorative practices for wellness, this will be an integral part of learning for LAL students.

Literacy with ICT Across the Curriculum

There are many benefits in using technology and social media tools to enhance LAL students' learning experiences, as well as to provide assistive technology for language learners. Some of these advantages include, but are not limited to, exposure to common technology applications for school and work, increased student engagement, access to online language translation tools, and opportunities to apply basic research skills.

Integrating Indigenous Perspectives

Indigenous perspectives include an understanding of philosophies of life. Integrating Indigenous perspectives creates an awareness of issues, priorities, and events as they relate to Indigenous Peoples. Acceptance of diverse cultures benefits all members of society. Having Indigenous perspectives infused across the LAL literacy course provides meaningful and relevant experiences for all LAL students and promotes positive attitudes towards people of Indigenous heritage.

The LAL courses fuse Indigenous ways of knowing, being, and doing into each phase of learning. Teachers are encouraged to connect learning topics to Indigenous histories, cultures, and current topics whenever possible. Students should learn about the historical events that have affected Indigenous Peoples in Manitoba while connecting these events to current realities. For example, if students are learning to explore their identity, they may be introduced to the Medicine Wheel concept and explore former Senator Murray Sinclair's four questions about identity formation and how residential schools made it difficult for Indigenous children to answer these questions for themselves. Exploring Indigenous topics will require teachers to contextualize learning and may involve integrating multiple subject areas into lessons—for example, integrating a history lesson within a writing assignment or integrating experiential land-based learning into a lesson on culture. Students will learn about Indigenous ways of being, knowing, and becoming, appreciating the holistic nature of Indigenous worldviews.

Teachers are encouraged to use local Indigenous teaching resources whenever possible, keeping in mind that Indigenous nations are diverse and each have their own languages, histories, and customs. Local Elders and Knowledge Keepers are an essential component of the revitalization of Indigenous cultures and languages; therefore, their knowledge should be honoured whenever possible. Teachers are also encouraged to utilize the vast educational resources created by Indigenous artists, writers, and curriculum developers.

Manitoba Global Competencies

Manitoba defines global competencies as complex ways of knowing, being, doing, and becoming that are multifaceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing and becoming to engage effectively and with purpose within a context. Infusing Manitoba global competencies across the LAL literacy course provides relevant and meaningful learning for LAL students.

Creativity involves the interaction of intuition and logic. It is exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways.

The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action.

Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.

Citizenship involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world.

The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces and their impacts on individuals, communities, and the world. It fosters reflection and consideration of diverse perspectives for ethical decisions that drive responsible and sustainable actions.

Citizenship is fundamental to understanding who we are, and that we have the capacity to make a difference and to make choices that contribute to our communities, for the well-being of all.

Connection to Self involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming.

The competency of Connection to Self facilitates the development of reflection, regulation, advocacy, and management, which empower one to act with mindfulness and intention. The learner will recognize the value of their gifts, culture, and history. They will build initiative, perseverance, and flexibility, and manage failure and success as part of the learning process.

Connection to Self is fundamental to knowing oneself, developing hope, resilience, self-respect, and confidence. It is recognizing your role in your learning, happiness, and well-being.

Critical Thinking involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions.

The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

Critical thinking is fundamental to learning more broadly and deeply, and making ethical decisions as reflective and contributing citizens.

Collaboration involves learning with and from others and working together with a shared commitment to pursue common purposes and accomplish common goals.

The competency of collaboration facilitates the co-construction of meaning to support deeper reflection and collective understanding through the exchange and negotiation of ideas. The process of collaboration demands an openness to different perspectives and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better.

Collaboration is fundamental to knowing oneself as a learner (in relation to others/ working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.

Communication involves interacting with others, allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

The competency of communication facilitates the acquisition, development, and transformation of ideas and information, as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments. Communication involves understanding personal, local, and global perspectives, and societal and cultural contexts.

Communication is fundamental to connecting to others and sharing/thinking about ideas, and to developing one's identity and sense of belonging.

The Language Learning Process and the Literacy Course

What is the history of language learning?

Language learning is a very nuanced and complex process. To have an understanding of the language learning process, one must develop a basic historical understanding of language learning, teaching, and methodology. Languages have developed over time in a variety of ways, as codes through academic, literary, and religious texts and as languages and dialects as a means of communication. As languages developed, so did the intricacy of each language's processes, theories, and societal structures. While learning about the history of languages is a deep and lengthy process, the focus here will be on the theories, approaches, and methodologies that have emerged over the past few centuries for the educational purpose of language learning. There are distinct differences between the terminologies when it comes to the language learning processes. The following list is a compiled documentation of academic terms that explain the educational research that pertains to language learning:

- **Approach:** A set of assumptions dealing with the nature of language.
- **Methods:** Systematic presentation of language.
- **Technique:** Specific activities in the classroom in relation to language learning.

- **Design:** Specific relationship of theories to the procedures of the classroom materials and activities.
- **Procedures:** Techniques and practices that are part of an approach to teaching and design.
- **Curriculum and Syllabus:** Specifics made by design to carry out a language program designated for a group of learners.
- **Hypotheses:** A tentative assumption made for the sake of argument.
- **Methodology:** Pedagogical practices in general, based on theory and related research on how to teach.

There were many new language-learning approaches, methods, and techniques in the 19th century, such as the grammar–translation method and the direct method. The grammar–translation method was developed as a study in higher learning institutions of how one can gain knowledge about specific target languages by translating text and grammar. Rather than focusing on communication purposes, the grammar–translation method focused on the system of language itself. The direct method was a method that focused on language acquisition and the need to learn speaking skills within a language. Teaching was done exclusively in the learned language and was teacher-centred. There was a focus on accuracy and authentic language through questions and answers.

In the mid-20th century, behavioural approaches became more popular in psychology and had an impact on the educational system and the language learning process. Behaviourists focused on the learning process as habit formation and saw languages as a stimulus, response, and feedback loop. The audiolingual method emerged out of this trend, leading to language lessons with drills, repetition, and pronunciation practices such as minimal pairs. During this time, cognitive approaches were being developed as well, suggesting that the learning process required more active cognitive processes and not just rote patterns and drills. Noam Chomsky researched ideas on cognitive aspects of language and how there was deep processing involved in language acquisition. Cognitive approaches started to take hold and new principles gained popularity, such as meaningful learning and making language relevant to students' lives. These principles took into account cognitive and memory systems, motivation, and personal investment of time and effort.

In the 1960s and 70s, humanistic approaches began to appear as social and emotional aspects of language were being recognized. There was a push from using cognitive principles toward adding affective principles that were being developed as well. New theories, models, and hypotheses of language learning started to emerge. Some of these new concepts were known as communicative language teaching. Total physical response

(TPR) was an approach where students learned language by using command words and imitating movement. The silent way introduced an interaction where teachers were silent in order to give students more opportunity to use language, creating an atmosphere of self-correction. Suggestopedia was an approach where the focus was on the environment being relaxing and inviting for students—therefore, an optimal place to learn languages. The community language learning approach was based on a social setting where students were in small groups and focused on the interests of each learner.

As language learning headed into the 21st century, linguistic approaches to language learning became more accessible. The focus was towards the lexical approach, where functions and linguistic building blocks became more evident in the language learning process. These functional approaches to language learning included an emphasis on the process, fluency, receptive and productive language, and lessons centred around specific tasks. Some of the suggested approaches included the following: task-based language learning, where students complete many lessons to practise specific tasks; Dogme, which discourages textbooks and encourages students to learn languages instead through conversations; and content-and-language integrated learning (CLIL), where content in core subject areas and language are taught simultaneously.

What are the 12 Overarching Principles of Language Learning?

Language learning is dependent on a variety of practices for both teachers and students. The overarching principles can be a wonderful guide for teachers to use as part of students' language learning process. There is not one single way to teach languages; rather, there is a collection of ideas and principles that can be utilized to guide practices. In Brown's book *Teaching by Principles*, there are 12 principles that are introduced as important to consider in pedagogy when planning for language learning. The overarching principles fall under three sections: the cognitive principles, the affective principles, and the linguistic principles. While many of the principles fall under one specific section, there are some ideas that overlap—being cognitive, affective, and/or linguistic in nature.

Cognitive Principles

Cognitive principles are the principles that relate to mental and intellectual functions in the language learning process. The cognitive processes that are being referred to in context to language learning are gaining knowledge of language; the systems associated with processes, including thinking, remembering, and knowing; and the process of metacognition and critical thinking. In this section, we will explore the ideas behind the cognitive principles, the teaching implications of each principle, and some reflection questions that teachers

could use when planning for the language learning process. The five principles in this section are as follows:

- automaticity
- meaningful learning
- the anticipation of reward
- intrinsic motivation principle
- strategic investment

Automaticity refers to the process where language learners move away from learning forms and skills of language towards a more automatic way of producing language. The language learner tends not to analyze and think about the language itself, as it becomes a more automatic state of mind. Students will work with fluency in the target language for genuine and meaningful purposes. Automaticity takes time to acquire, and so students and teachers alike must be aware of this acquisition process. While understanding that automaticity focuses on the pathway to fluency, *fossilization* is another term that needs to be considered. When language is fossilized, the student has learned the language improperly and continues to make the same mistakes repeatedly. Students create an automaticity of high-processing language but need to be careful that the language that is acquired is in proper language form. Good questions to ask when thinking about planning around automaticity include the following: "Is this language functional for the student?"; "What level of processing do I expect in this lesson?"; "How can I provide effective feedback or corrections?"

Meaningful learning usually leads to better language learning processes. It is extremely important to know who your LAL students are, what are their goals and interests, and what they want in the future. As with all students, set high expectations and use multicultural approaches of education. Assess and utilize the background knowledge of LAL students to develop the foundational learning by providing opportunities for students to use their home language, as they may not be able to demonstrate their learning exclusively in English. To create an environment where meaningful learning is taking place, LAL students need activities with a clear purpose and where the focus of the language appeals to students' interests and needs. Metacognitive development also provides students with skills and vocabulary to talk about their learning through self-assessments. Bridging is a good way of establishing a link between the students' prior knowledge and the material through think-pair-share, quick-writes, and anticipatory charts. Teachers should continuously be asking themselves the following: "Do I know everything that I need to know about my LAL students in order to continue with this lesson?"; "How have I bridged new information to existing knowledge that these LAL students have?"

The anticipation of reward shows that there must be a clear connection between the process of language learning and the end of knowing a language in order to engage fully in lessons. This idea is a conditioning theory of learning from the behaviourist movement. According to psychologist B.F. Skinner, the anticipation of reward is one of the most powerful factors in directing someone's behaviour. In the language-learning environment, this would look like verbal praise for the correct words, encouragement of proper language use, and enthusiasm about the language lessons. Students would reward each other with praise and encouragement as well. Teachers can create supportive and safe spaces where students are willing to be taking risks with language for the reward and satisfaction of the language learning process. It would be important to note that teachers can give short-term reminders of the benefits of learning a language and the progress made, as well as long-term reminders of goals and targets for the future. Before teaching a lesson, a good line of questioning would be the following: "Have I included opportunities for students' progress to be demonstrated in the short term?"; "Have I continued to focus on the progress made for the long run?"

Intrinsic motivation principle demonstrates that the students who are intrinsically motivated to learn receive the most rewards for learning. When using the intrinsic motivation principle while learning an additional language, students see the process of learning as the reward itself. In 2001, Zoltan Dornyei created a set of strategies for teachers by creating "basic motivational conditions" that included creating group norms explicitly, having the group norms observed consistently, and promoting group cohesiveness by creating a safe and supportive space. He also mentioned that showing your own enthusiasm for the course materials, including how they affect you personally, is important for language learners to see. Brown added that teachers help language learners build autonomy and help them take charge of their own learning. The teaching implications of having students who are intrinsically motivated is creating a safe and supportive space of learning and questioning in the school. Some good questions to ask would be the following: "Have I figured out what is motivating my LAL students?"; "Have I created a place that will provide them with autonomy in their work and enable them to grow?"

Strategic Investment refers to the process of the language learners "investing" their own time. The investment of time will ultimately lead to the successful mastery of the language. LAL learners will need to learn about the specific strategies that are pertaining to general learning outcomes, language learning outcomes, and the use of language goals. A variety of techniques will need to be introduced to the LAL students in order for them to comprehend the strategies. Through specific strategies-based instruction, teachers will be able to instruct students about particular strategies and practice within the class. The goal of strategic investment is to have students learn an individualized set of strategies in order to maximize their own learning. The principles of strategic investment and autonomy are not solely cognitive—they also include socio-affective components. Teachers should be asking

themselves the following questions: "Which strategies will help my students in this lesson?"; "Am I creating the space required for my LAL students to learn, understand, and use the strategies for language learning or communication?"

Affective Principles

Affective principles are the principles that relate to emotional involvement and the social connections in the language learning process. They involve concepts such as feelings about one's own self as a language learner, how learners communicate with one another, as well as how culture and identity shape a learner's worldview. In this section, we will explore the ideas behind the affective principles, the teaching implications of each principle, and reflection questions that teachers could use when planning for the language learning process. The four principles in this section are as follows:

- language ego
- self-confidence affective filter
- risk taking (the silent period)
- the language–culture connection

Language ego is an affective principle that relates to the identity of the language learner in the new and developing language. As LAL students learn the foundational knowledge of a language, they are also simultaneously developing a new ego in the additional language pertaining to how they are feeling, thinking, and acting. This additional ego is what is known as a language ego. Some LAL students will have a sense of fragility within the new ego and may be defensive when using a new language, as well as have rising inhibitions to producing language. Some of the teaching implications would be to create a safe and supportive place where LAL students can play with the language and where mistakes can be made. Teachers need to recognize how some adults can be terrified to speak in another language and that, as LAL students in a high school setting, there can be even more anxiety because of the language ego. Teachers can ask themselves the following questions: "How can I help LAL students feel safe with their language ego?"; "Am I being sensitive to their language ego by asking too many questions, by correcting them, and/or explaining in too much detail?"; "What can I do to help enable my students to produce language?"

When it pertains to language learning, self-confidence for the LAL students is seen in the ability to believe in themselves that they can successfully master the new language. LAL students will require affirmations when they are working towards success and mastery of the new language. *Affective filter* is a term that came from the research of Stephen Krashen, an expert in linguistics who described this concept as a variety of affective filters, such as

emotions and feelings that relate to second language acquisition. He suggested that when students have low affective filters and low self-esteem with language learning, they often develop a block in learning the language. It is important to affirm students' assurances with verbal and non-verbal assurance. The following are some good questions to ask, "What can I do to affirm their mastery in the language?"; "How can I help students build their confidence in the language learning process?"

Risk taking refers to the importance of giving the students the space and time to calculate the risk of attempting to use the new language. Risk taking in general can be difficult for many students in a classroom setting. With LAL students, the risk of producing language in a classroom setting can be quite difficult, and some would rather remain silent than answer any questions. This is particularly evident at the beginning upon arrival. The silent period usually begins when students first arrive and take in the new language but do not feel comfortable speaking in the new language. The silent period can last anywhere around 16 months, depending on the individual student and the supports in place. Students need to be guided in developing calculated guesses in class, as well as provided opportunities to take risks. Teachers need to be mindful that some students come from educational contexts where having the right answer is valued. Some students may not be inclined to risk taking if they know that the answer will be wrong. Students will benefit from praise of any risk-taking attempts. Some reflection questions are as follows: "Where are the potential risks in this lesson?"; "Is this a reasonable challenge for my LAL students?"

The language–culture connection is exactly how it sounds. There is an interconnectedness between language and culture. When students learn a new language, they will inevitably learn something new about the culture as well. In teaching languages, there are systems of belief, values, and ways of thinking and feeling that are embedded into the language. It is important to be aware and question whether some material might be culturally offensive or if there are sensitive topics in the lessons. The language–culture connection is important for the student and the teacher, who are simultaneously creating a third space for negotiating identity and culture. Teachers should be aware of the stages of acculturation and the importance of the language–culture connection. The following are some questions to ask, "What are my biases in the language–culture connection?"; "What language items might I have taken for granted?"; "What language items might present challenges on the basis of culture?"

Linguistic Principles

Linguistic principles are the principles that centre on the language systems and linguistic systems in the language learning process. The systems of linguistic principles can be complex, as there are a variety of different concepts about how languages operate for communicative purposes. In this section, we will explore the ideas behind the linguistic principles, the teaching implications of each principle, and reflection questions that teachers could use when planning for the language learning process. The three principles in this section are as follows:

- the native language effect, interference, and transfer
- interlanguage system
- communicative competencies, BICS, CALP, receptive vs. productive

The native language effect refers to the effect that the native language system has on the target language for the language learner. Students learn how to predict concepts in a new language based on the structure of the native language. Many students who are learning a new language will often use strategies from their native language structure in order to make sense and meaning of the new target language. For LAL students, there may be some gaps in foundational concepts in their native language that might also have an added impact on language transfer from one language to another. Some learners may also make assumptions about the target language because of their home language, and it may cause errors. This process is known as interference. Teachers can compare and contrast language in order to understand both languages. Teachers can also ask themselves the following questions: "What could be the potential errors based on what we know about the native language effect?"; "What kind of errors should I look for?"

When language learners first start learning a language, they start to create a systematic process as they move towards successfully using the target language. This system is known as the interlanguage system, where students are making progress at their own pace and are interpreting the target language. The progression of sounds, words, structures, and discourse features are a systemic development where the language learner forms their own version of the target language at each stage. Teachers need to give feedback to help enable students to progress to the next stage of interlanguage. Mistakes are not seen as a bad thing; rather, they are a place where language is still developing. Students must be encouraged to self-correct as they become more proficient with the target language. The following are some reflection questions: "What is the Interlanguage of each particular language learner in my class?"; "What error identification and feedback strategies have I used?"; "Have I enabled the students to identify their own errors along the way?"

Communicative competencies have a variety of elements, such as organizational components like grammar and discourse, pragmatic elements such as functions and linguistics, and many strategies for language learning. While communication is usually the goal for language learning, it is important to include all elements and skills of language, giving attention to fluency and accuracy in authentic language and texts. Language learners will usually show their understanding of receptive language and will eventually show how to use the target language through productive language. Cummins introduced the concepts of a timeline in language learning through the acronyms BICS and CALP. BICS (basic interpersonal communication skills) refers to the social language learned through social interactions within the first few years of learning a language. CALP (cognitive academic language proficiency) refers to the more academic content for various content areas that may require more than five years to develop. This language focuses more on the process of comparing, contrasting, synthesizing, inferring, and analyzing. Before teaching a lesson, a good line of questioning would be as follows: “How have I integrated elements and skills of language learning in this lesson?”; “Which language is more specific and academic for this language learner?”

Lesson Planning Considerations

Background Information

LAL students may not have formal background knowledge in literacy, but they have many life experiences that will help them understand language and academics. When presenting literacy concepts and developing language skills, build on background knowledge by supporting students to use their first or home language to access the content. Connecting content with what students already know by using visual aids, manipulatives, and technology will provide opportunities for the student to participate actively. It is also important to make cultural connections and affirm identity for each LAL learner. Teachers need to interweave language outcomes, the themes of the suggested lexicon, and infused topics into each lesson plan in order to optimize the language learning outcomes.

Instructional Focus

Consider the following when planning for instruction:

- Instructional design focused on the lexicon topics will enable students to master literacy skills of the LAL curriculum.
- Integration of the infused topics is essential to making connections to real-life situations in a global context.
- Concepts and topics should be introduced using realia, scaffolding, images, and technology.
- LAL students bring a diversity of learning styles and cultural backgrounds to the classroom.
- Use educational resources by adapting to the context, experiences, and interests of LAL students.
- Familiarize yourself with LAL practices supported by pedagogical research in continuous professional learning.

Environmental Strategies

In its web resource “Teaching Strategies for English Language Learners,” SupportREALTeachers.org listed the following four strategies that teachers can use for success:

- Create a warm, inviting, and welcoming classroom environment.
- Create print-rich environments using bulletin boards.
- Use visual displays, portable white boards, and posters when giving instructions.
- Create word walls—displays of high-frequency words for a unit, arranged alphabetically.

Teachers can enhance their lessons by

- providing a low-stress environment and setting high expectations for students to learn
- concentrating on meaning and process rather than grammar
- including and engaging all LAL students in the class
- explicitly modelling the steps and processes students need to learn
- using slower speech and simpler language, and paying attention to enunciation and pronunciation

- highlighting key vocabulary on a word wall so it is accessible throughout the lesson
- using simple vocabulary and sentences and visual supports with modelling, manipulatives, realia, graphic organizers, and cooperative learning strategies
- enabling students to interact with questions and comments during the lesson
- using sentence frames to prompt students during class discussions and when formulating answers to questions
- practising an extended wait time and giving students time to process the content of the lesson
- providing comprehensible input with hands-on, experiential learning
- repeating instructions several times, perhaps in a different way
- considering the speed of their speech and using precise words, synonyms, examples, gestures, and demonstrations
- using as many ways as possible to convey information (e.g., oral, written, videos, teacher demonstrations, student demonstrations)

Possible Teaching Strategies

The organization Teaching Tolerance created the following nine suggested anti-bias strategies for use with ELL students:

- Anchor charts remind students of prior learning built over multiple lessons. They help level the playing field by providing all students, regardless of prior knowledge or background, with visual reminders of the vocabulary for which they are responsible.
- Realia are real-life objects that enable students to make connections to their own lives as they try to make sense of new concepts and ideas. Realia also evoke physical responses that help students recall ideas and themes from the text in later discussions.
- Readers' theatre helps children gain reading fluency and engage fully with texts. The strategy involves attention to pronunciation, unfamiliar vocabulary, and interpretation.
- Students make connections to read-aloud texts by relating the text to themselves (lived experiences), to other texts (read in any setting), and to the world (current and historical events).

- During shared reading, learners observe experts reading with fluency and expression while following along or otherwise engaging with the text. This strategy improves targeted reading comprehension skills while promoting the joy of reading.
- The think-aloud strategy encourages conversations about reading for understanding, providing insight into how students are processing texts. This strategy fosters the metacognition skills necessary for students to become successful independent readers.
- Students use vocabulary frames to identify a word's meaning, its parts, and its opposite. Vocabulary frames combine several word-learning strategies in a single diagram, helping students retain the new word.
- Word walls reinforce sight-word acquisition and build content literacy across grades and disciplines. They also help students see relationships between words and ideas. (Note: Use large print and match words with pictures or diagrams. Keep word wall accessible during tests.)
- A personal picture dictionary is an individual vocabulary and spelling resource students make themselves. This strategy allows students to take ownership of their learning.

Language Acquisition Strategies

- **Schema building:** Helping students see the relationships between various concepts (e.g., compare and contrast, jigsaw learning, peer teaching, and projects).
- **Contextualization:** Familiarizes unknown concepts through direct experience (e.g., demonstrations, media, manipulatives, repetition, and local opportunities).
- **Text Representation:** Inviting students to extend understandings of text and apply them in a new way (e.g., student-created drawings, videos, and games).
- **Modelling:** Speaking slowly and clearly, modelling the language you want students to use and providing samples of student work.
- **L1 Scaffolding:** A review of literature shows that supporting EAL students' use of their native language helps them comprehend and learn English. It develops greater brain density in areas related to language, memory, and attention.

Resources for Lesson Planning

1. Documents:

- *English as an Additional Language (EAL) Intake Process: Senior Years*
This resource is intended to support Manitoba teachers with the reception and initial English language and mathematics skills inventory of students who will be learning English as an additional language (EAL) in their schools. It provides an overview of the EAL intake process, including factors to be considered before, during, and after the intake process.
www.edu.gov.mb.ca/k12/cur/eal/docs/eal_intake_sy2.pdf
- Manitoba Curriculum Frameworks for EAL and LAL Programming: Senior Years
These documents include the curriculum frameworks for Early, Middle, and Senior Years EAL/LAL education in Manitoba, as well as assessment guidelines. These frameworks set out the goals and principles for EAL/LAL programming in Manitoba schools, providing a description of the students, the EAL/LAL stages, the relationship of the framework to other provincial curricula, programming models, practical information, theoretical approaches, and research related to welcoming and planning for new students who are learning EAL.
www.edu.gov.mb.ca/k12/cur/eal/framework/senior-years.html
- *Promising Pathways: High School and Adult Programming Options for English as an Additional Language (EAL) Youth*
This document was compiled through collaboration among the Skills and Employment Partnerships, Immigration and Employment Programs; Post-Secondary Education and Workforce Development; Learning and Outcomes Branch of Manitoba Education and Early Childhood Learning; Manitoba Association of Newcomer Serving Organizations (MANSO); Newcomer Employment and Education Development Services Inc. (NEEDS Inc.); and several settlement agencies and school divisions. This support document includes the following components: an introduction to the range of academic needs of older EAL youth, academic programming options, and employability supports for students who need or wish to enter the workforce as quickly as possible.
www.edu.gov.mb.ca/k12/cur/eal/promising_pathways/full_doc.pdf

2. Unit Plan and Lesson Plan Template

A sample unit plan and lesson plan template, a corresponding guide, and some examples of using this template can be found in the [Appendix](#). The template is from the Manitoba Education and Early Childhood Learning document *Support Guide for Teachers with EAL Learners*.

- Snyder, Sydney, and Diane Staehr Fenner. *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*. Corwin, 2021.
- Honigsfeld, Andrea, and Maria G. Dove. *Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners*. Corwin, 2021.
- Rubin, Heather, Lisa Estrada, and Andrea Honigsfeld. *Digital-Age Teaching for English Learners: A Guide to Equitable Learning for All Students* (2nd edition). Corwin, 2022.
- Ferlazzo, Larry, and Katie Hull Sypnieski. *The ESL/ELL Teacher's Survival Guide*. Jossey-Bass, 2012.
- Walter, Teresa. *Teaching English Language Learners: The How-to Handbook*. Pearson Education, 2004.
- Coelho, Elizabeth. *Adding English: A Guide to Teaching in Multilingual Classrooms*. University of Toronto Press, 2004.

3. Instructional Strategies

- Brown, H. Douglas. *Principles of Language Learning and Teaching* (6th edition). San Francisco State University, 2014.
- Cummins, Jim, and Margaret Early. *Big Ideas for Expanding Minds: Teaching English language Learners across the Curriculum*. Rubicon Press/Pearson Canada, 2015.
- Krashen, Stephen D. *The Power of Reading: Insights from the Research* (2nd edition). Heinemann, 2004.
- Zwiers, Jeff. *The Communication Effect: How to Enhance Learning by Building Ideas and Bridging Information Gaps*. Corwin, 2019.
- Freeman, David E., and Yvonne S. Freeman. *Between Worlds: Second Language Acquisition in Changing Times* (4th edition). Heinemann, 2022.
- Snyder, Sydney, and Diane Staehr Fenner. *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Corwin, 2017.

4. Language Acquisition

- Helman, Lori, Donald Bear, Shane Templeton, Marcia Invernizzi, and Francine Johnston. *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling* (2nd edition). Words Their Way Series, Pearson, 2011.
- Kilpatrick, David A. *Equipped for Reading Success: A Comprehensive, Step-By-Step Program for Developing Phonemic Awareness and Fluent Word Recognition*. Casey and Kirsch Publishers, 2016.
- Herrell, Adrienne L., and Michael L. Jordan. *Fifty Strategies for Teaching English Language Learners*. Pearson, 2012.
- Laman, Tasha Tropp. *From Ideas to Words: Writing Strategies for English Language Learners*. Heinemann, 2013.
- Serravallo, Jennifer. *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann, 2015.
- Serravallo, Jennifer. *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Heinemann, 2017.
- Cummins, Jim, and Margaret Early. *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Trentham Books, 2011.

5. Academic Language

- Kinsella, Kate. *Academic Vocabulary Toolkit: Mastering High-Use Words for Academic Achievements*. Global ELT, 2012.
- Himmele, Pérsida, and William Himmele. *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners*. ASCD, 2009.
- Johnson, Eli R. *Academic Language and Academic Vocabulary: A K–12 Guide to Content Learning and RTI*. Achievement for All, 2012.
- Zacarian, Debbie. *Mastering Academic Language: A Framework for Supporting Student Achievement*. Corwin, 2013.
- Zwiers, Jeff. *Building Academic Language: Essential Practices for Content Classrooms* (1st edition). Jossey-Bass, 2008.

6. Assessment

- Manitoba Education. *Assessment of EAL and LAL Learners*. Manitoba Education, 2021.
- Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind (Assessment for/as/of Learning)*. Manitoba Education, Citizenship and Youth, 2006.
- Gottlieb, Margo. *Assessment in Multiple Languages: A Handbook for School and District Leaders*. Corwin, 2021.
- Gottlieb, Margo. *Classroom Assessment in Multiple Languages: A Handbook for Teachers*. Corwin, 2021.
- Brownlie, Faye, Catherine Feniak, and Vicki McCarthy. *Instruction and Assessment of ESL Learners: Promoting Success in Your Classroom*. Portage and Main Press, 2004.
- Law, Barbara, and Mary Eckes. *Assessment and ESL: An Alternative Approach*. Portage and Main Press, 2007.

Assessment for the LAL Literacy Courses

EAL assessment in LAL literacy courses will provide information to

- assist in determining the literacy course placement and programming plans
- identify and diagnose student needs, strengths, and next steps
- monitor and measure linguistic progress
- determine whether changes are needed in instructional approaches, content, and associated language development activities
- help students participate in their learning process by giving constructive feedback that encourages them to reflect on their learning
- inform parents of student progress

Evidence of Language Learning

Whether conducting assessment *for*, *as*, or *of* learning, a teacher needs sufficient evidence of language learning. By using triangulation of data for assessment, teachers can get an accurate indication of whether the student has met curricular goals.

Triangulation is a process by which a teacher collects evidence about student learning from three different sources:

- teacher observation in class
- conversation with the student and/or student reflection
- student production, such as projects, tasks, tests, etc.

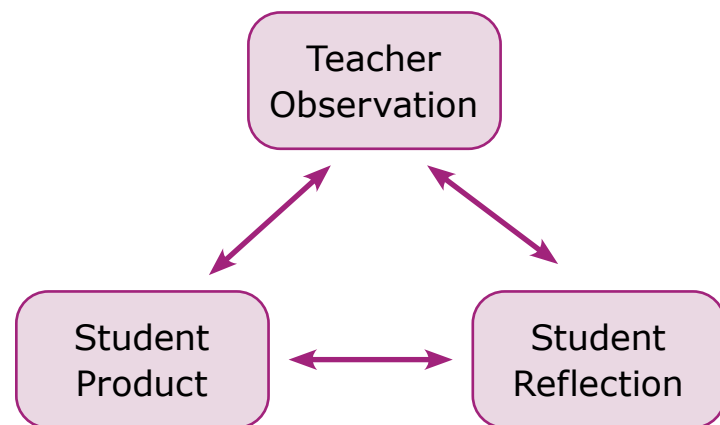


Figure 3: The Triangulation of Teacher Observation, Conversations, and Student Product and Reflection

A literacy assessment can be developed and administered to LAL students to determine which literacy course is most appropriate when they register or if they are ready for the next LAL half-credit course.

Please note that when students have successfully completed the LAL Literacy 2B half course, they will register for the EAL Stage 2 or Stage 3 course, as directed by the diagnostic evidence.

LAL Students Transition to EAL Stages

Students who complete LAL 2B will transition to EAL Stage 2 or EAL Stage 3. The decision as to which course the student will transition will be based on a reassessment of skills and needs and informed by professional judgment, with the objective of finding the course where the student will be most successful. Some students may register in E-credit courses due to a variety of reasons. Collaboration between the teaching team and appropriate student services team is recommended.

Time Allotments

The time allotment for each half course will vary. The time spent on each topic will depend on individual student needs and abilities to acquire and apply the new concepts and terminology along with language learning. Thus, it may take longer than a semester to complete two half courses. If we consider that, the time to complete these courses can be varied but the expectations for learning, content, and rigour cannot be compromised. The goal is to enable these students to transition more easily into mainstream classes.

Grade Reporting

Because LAL students are developing their English language skills in addition to their literacy and academic background knowledge, it may take them longer than the allotted time to develop language and literacy proficiency in these courses. The expectations for learning, content, and rigour cannot be compromised. Manitoba Education and Early Childhood Learning requires that the grades in these courses be reported as either Complete (**CO**) or Incomplete (**IN**) on the provincial report card. When Complete (CO) is reported as a final grade, the LAL student will have shown proficiency in both the English language and the content represented in the course, and the half-credit will be recorded for that course.

An Incomplete can be given as a final term mark but should not appear as a final grade on the report card. This will indicate that the student is continuing in the course in the next semester or the next school year.

According to [Manitoba Provincial Report Card Policy and Guidelines](#) (Manitoba Education and Training, 2018, p. 22), the following curriculum expectations indicate an understanding and application of concepts:

Criteria for Complete:	
Good understanding and application of concepts and skills	Very good to excellent understanding and application of concepts and skills
<ul style="list-style-type: none"> ■ understands most concepts and skills ■ often makes connections to similar concepts and skills ■ sometimes applies to own life and to support new learning 	<ul style="list-style-type: none"> ■ thoroughly understands all or nearly all concepts and/or skills ■ routinely makes connections to similar concepts and skills ■ applies creatively to own life and to support new learning

Figure 4: Criteria for Completion

An indication of **Complete** reflects good, very good, or excellent understanding and application of concepts and skills and consistent learning with respect to learning goals addressed from the beginning of the course. This requires the teacher’s professional judgment and evidence of learning. Achievement should be based on clear evidence of the achievement of the learning goals and what the students know and can do relative to the curriculum. Non-academic factors, such as attendance, punctuality, attitude, effort, and behaviour, should not be included in academic achievement.

An **INcomplete** can be given as a term mark but should not appear as a final grade on the report card. This will indicate that the student is continuing in the course in the next semester or the next school year. The circumstances should be explained in the comment box.

For an interim mark, Incomplete may be given.

An explanation in the comment box should indicate areas that the student has met criteria and areas they will be continuing next.

Contextual Implications and Variables When Teaching LAL Students

When schools and divisions are planning for LAL students, there are a few things that need to be considered in planning. When LAL students attend high school, they should be encouraged to enroll in literacy and numeracy classes that can be options for programming. LAL students can have access to foundational literacy goals by enrolling in the LAL Literacy course until they are ready for EAL classes. Similarly, LAL students should have access to the foundational numeracy classes. Once they finish the classes, they will have the skills to enter into Essential Math at a Grade 9 level.

Case Management for LAL Students

It is definitely a team approach when working with LAL students as teachers, guidance counsellor, LAL/EAL teacher, social worker, psychologist, and administration can all play integral roles in case management. It is important to note that LAL students have specific goals for language acquisition and foundational concepts; however, there are other factors that may also require attention. As LAL students come with a plethora of various life

experiences, the focus should also be on acculturation, cultural and individual identity, and social-emotional goals to be a global citizen. Many LAL students will want to have a graduation plan, which will need to be explained, and conversations will need to be open and guided for better understanding of the Canadian educational system.

Learner Context

The LAL Literacy curriculum is designed with a focus on Senior Years students. There are various and flexible models of teaching that can be used for instruction including, but not limited to, whole-group, small-group, and one-to-one instruction with support from the teacher or EA. For more intensive intervention, teachers may find the Sheltered Instruction Observation Protocol (SIOP) model for instruction will greatly benefit LAL/EAL learners since this model of instruction incorporates comprehensible input and other elements of purposeful planning for LAL/EAL learners. For example, the lesson content and language objectives are clear and involve teaching strategies that promote interaction, practice, and application.

Community Context

The community the students live and learn in will have an impact on your work in the classroom. In rural communities where the numbers of newcomers are smaller, you may work alone in a classroom that includes a full range of newcomer learners from beginning Phase 1 LAL to EAL31G-level students. In this setting, you may be expected to teach this full range in one classroom, for one period per school day. In urban communities where there are larger populations of newcomers, you may work with several other EAL teachers in a near “school-within-a-school” context, teaching much more uniform and discrete classes. Whatever the case, look for ways to network with other teachers teaching these courses to better support yourself and your students. Also, seek to understand the community context that your students live in, whether it is an inner-city environment with many challenging social forces and influences pulling at them, a suburban space where transportation is challenging, or a rural area where families may feel physically isolated and alone. Knowing where and how your students are living should inform your daily work and will help you not only in your teaching but as you advocate for what is best for them.

There are many social support agencies available to help newcomers. Knowing and understanding the supports in both the rural and urban contexts is important to supporting them in building strong connections to the communities in which they are settling. In rural areas, supports such as Regional Connections (see <https://regionalconnections.ca>) and

Settlement Workers in Schools (SWIS) are sometimes available and offer valuable services. In urban areas, common supports found may include organizations such as NEEDS and Family Dynamics. Furthermore, being aware of your students' extracurricular interests (e.g., sports, the arts, music, and so on) and connecting them with school and community programs will greatly enhance their language learning and their sense of belonging. Look for places like these that provide natural settings for positive language and cultural experiences.

Teacher Context

A simple instruction from the teacher can be quite complex for LAL and EAL students. We know as educators that a successful classroom is one in which students feel known, appreciated, and comfortable taking emotional and intellectual risks. Newcomer students arrive to Canada with different needs and challenges. Students who have fled their home country due to war and conflicts and have been exposed to violence need to be supported in multiple ways. The EAL/LAL teachers can ask for support from outside agencies such as NEEDS, Family Dynamics, and Peaceful Village. Supports may vary, depending on the area where you live. Being aware of services available to newcomer families is important for the overall resettlement success of both students and their families.

School, divisional, and community supports, such as social workers, school counsellors, and resource teachers, can introduce strategies to support the mental health and well-being of students who may have experienced trauma in their lives. A trauma-informed approach to the educational setting is important for students and teachers alike, as being aware of strategies can benefit everyone. Newcomer families should also be informed about available services through the support of interpreters to ensure they have access to all the correct information. Schools can book interpreters through Language Access Interpreter Services, Immigrant Centre, Language Bank, NEEDS, and other regional agencies.

Learner Variables

LAL students vary in multiple ways, and each student and their experiences need to be viewed as unique. LAL students' experiences with formal schooling can include attending school with many interruptions or never having attended school at all. Many LAL students have lost family members as part of their trauma history. Whom they live with and the family support available to them may be affected by this trauma history. Family members may also lack formal schooling and need support for their own trauma experiences. Therefore, their ability to support the LAL student in your class may be limited. In addition, basic needs of food and shelter can be precarious as the student and their family try to navigate their current circumstances. The coping strategies of the LAL student are affected by the many life

disruptions they have endured and the ability of family members to model coping strategies for them. LAL students' experiences accessing medical support may also vary depending on where they are from and the availability or access to doctors, hospitals, or medical clinics. Schools often provide the bridge for students and their families to access medical services they may be unfamiliar with or not know exist.

Community Resources

Here are some resources in Manitoba:

■ **Family Dynamics**

Family Dynamics offers programs and resources to free and foster the strengths, abilities, and assets of individuals, families, organizations, and communities.

<https://familydynamics.ca>

■ **Immigrant and Refugee Community Organization of Manitoba (IRCOM)**

IRCOM empowers newcomer families by helping them integrate into the wider community through affordable transitional housing, programs, and services.

www.ircom.ca

■ **Immigrant Centre**

The Immigrant Centre provides newcomers in Manitoba with services such as settlement and employment services, verification of translations, rural settlement support, and coordination of the Neighbourhood Immigrant Settlement Program.

www.icmanitoba.com

■ **Manitoba Association of Newcomer Serving Organizations (MANSO)**

MANSO facilitates newcomer integration by providing leadership, support, and assistance in dealing with settlement and integration organizations.

<https://mansomanitoba.ca>

- Eastman Immigrant Services
- Neepawa and Area Immigrant Services

- **Manitoba Interfaith Immigration Council (MIIC)**

MIIC works with multicultural, multi-linguistic, and multi-faith communities in Manitoba to support government-assisted refugees, privately sponsored refugees, and other newcomers, delivering high-quality services to help integrate refugees into Canadian society.

<https://miic.ca>

- **Manitoba Start**

Manitoba Start provides career services for newcomers to Manitoba, addressing employers' recruitment needs by matching the unique skill sets of qualified, job-ready newcomers with employers' specific job requirements.

www.manitobastart.com

- **NEEDS**

NEEDS Inc. offers newcomer children, youth, and their families education, employment, mentorship, and recreation programs to make integrating into Canadian life easier.

<http://needsinc.ca>

- **Peaceful Village**

This initiative of the Manitoba School Improvement Program (MSIP) is an after-school program for newcomer youth and their families that operates Monday to Friday for three hours a day, providing students with academic support, learning materials, snacks, and other activities.

<http://msip.ca>

- **Pembina Valley Local Immigration Partnerships (PVLIP)**

Local immigration partnerships like PVLIP help to systematize local engagement of service providers and other stakeholders to assist in a successful integration process for newcomers, and to provide more welcoming and inclusive communities.

<https://pvlip.ca>

- **Portage Learning and Literacy Centre (PLLC)**

PLLC provides people living in the Central Plains region with a supportive environment to help them realize their education, employment, and life goals.

<http://pllc.ca>

- **Regional Connections**

Regional Connections provides settlement, employment, language, and community connections services for newcomers.

<https://regionalconnections.ca/>

- **TEAL (Teachers of English as an Additional Language) Manitoba**

TEAL is a group within the Manitoba Teachers' Society that supports professional development for EAL teachers through communications, conferences, professional development workshops, and other activities.

<http://tealmanitoba.org/>

- **Wesman Immigrant Services (WIS)**

WIS provides services and programs to immigrants and refugees in western Manitoba.

<https://westmanimmigrantservices.ca/>