Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

EAL Domains of Learning

Introduction to the EAL Domains of Learning

The four domains of EAL learning encompass the knowledge, skills, strategies, and attitudes that students need in order to become proficient in the use of the English language for social and academic purposes and to become interculturally competent citizens:

- Linguistic Competency
- Contextual Applications
- Intercultural Competency and Global Citizenship
- Strategic Competency

It is important to recognize that the four domains identified 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 (see Figure 2). Similarly, the domains and this curriculum framework should be viewed as complementary to the existing provincial K–12 curriculum documents.

The clusters and strands within each domain identify the component knowledge, skills, strategies, and attitudes that contribute to the domains. Within each strand, learning goals are identified for each stage.

The EAL domains, including their clusters, strands, and learning goals, are based on the following premises:

- Learners have had prior age-/grade-appropriate education and have strong literacy skills in one or more languages.
- The focus in terms of academic learning is on
  - transferring prior academic knowledge, concepts, and skills to English
  - developing appropriate subject-area knowledge, skills, and attitudes where there are gaps
  - enabling access to grade-level curriculum
- 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. Students need to develop 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.

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- and subject-based instruction. As learners progress through stages of language development, the instructional program must increase academic English development and the development of subject area–specific knowledge, language, and skills.
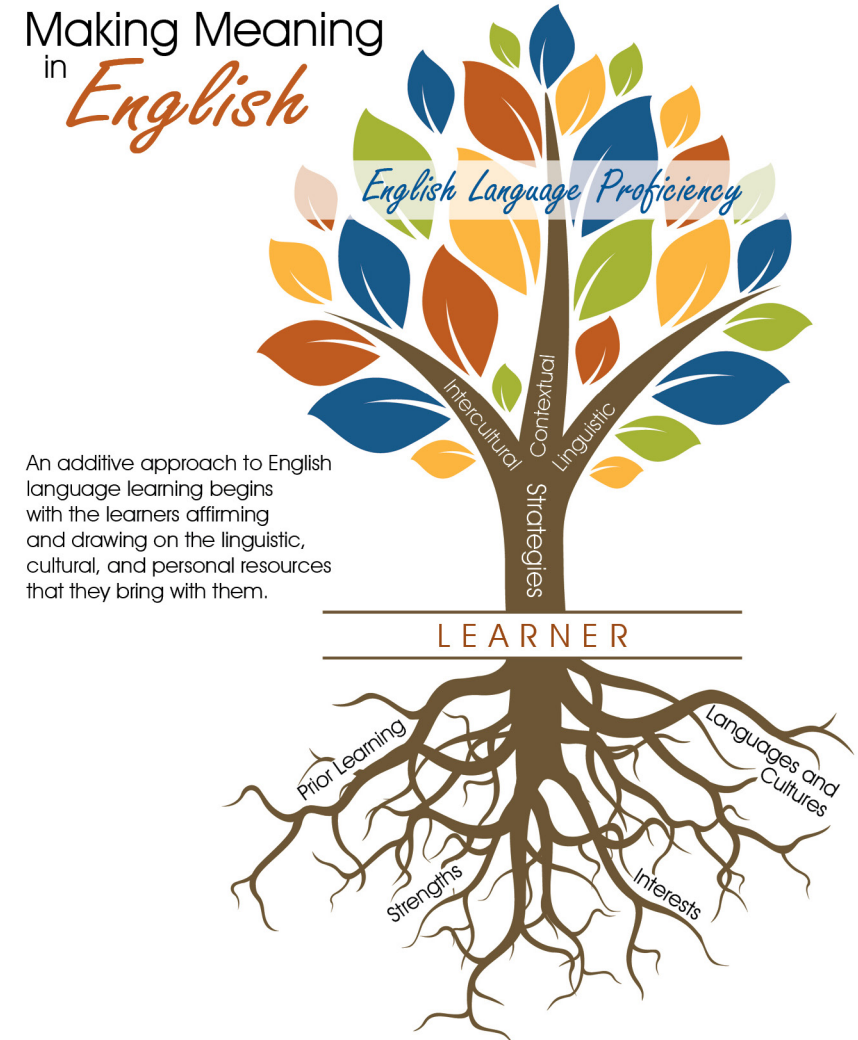

Making Meaning in English

English Language Proficiency

An additive approach to English language learning begins with the learners affirming and drawing on the linguistic, cultural, and personal resources that they bring with them.

Intercultural · Contextual · Linguistic · Strategies

LEARNER

Prior Learning · Languages and Cultures · Strengths · Interests

Figure 1: Illustration of the organic nature of language learning and the interconnected relationships

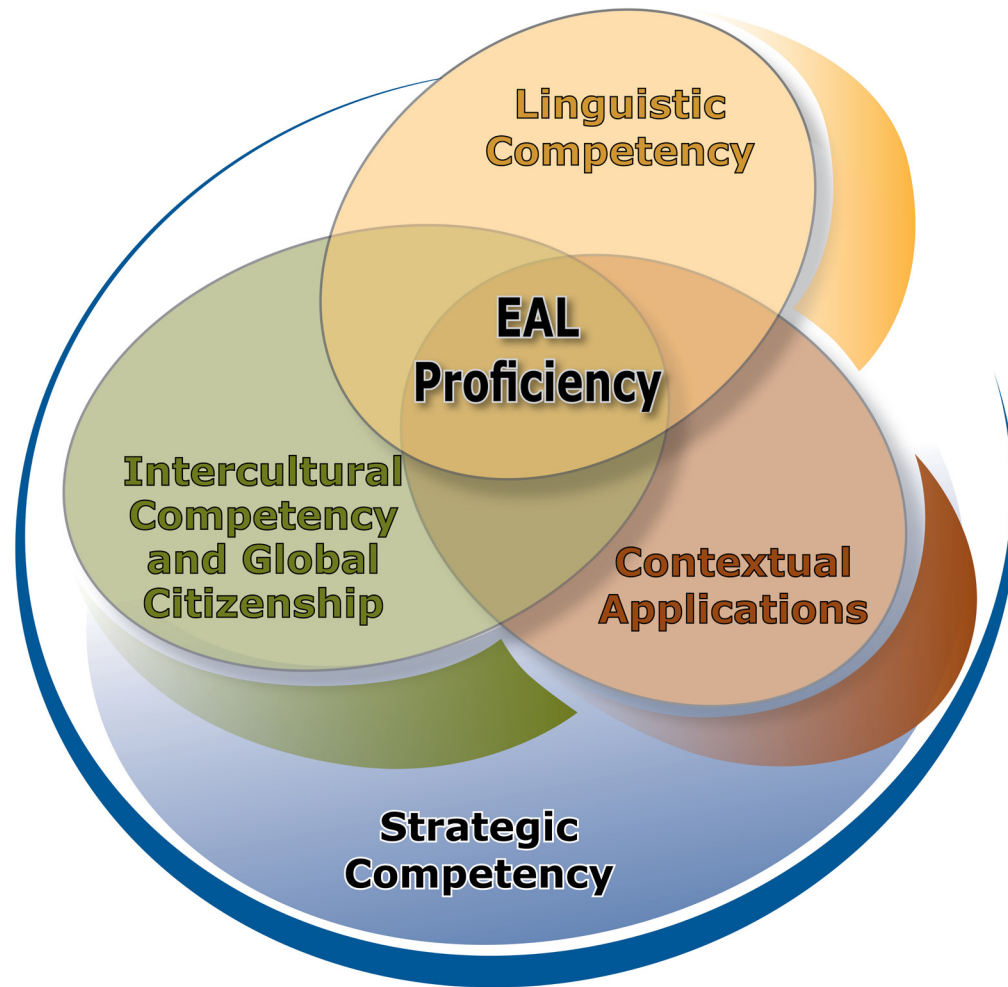## Organization of the Domains of EAL/LAL Learning

Figure 2: Interdependent Domains of EAL Proficiency

Each domain contains clusters of related strands. For example, the first domain, linguistic competency, includes the clusters of linguistic elements, language competency, socio-cultural elements, and discourse organization. The following list includes all of these elements.

Domain 1: Linguistic Competency

Students will use the English language confidently and competently for communication, personal satisfaction, and further learning.
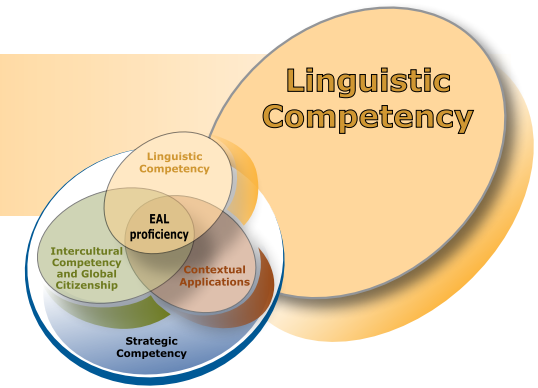
Cluster 1.1: Demonstrate use of linguistic elements
Strands
  1.1.1   Use sound and symbol systems appropriately
      1.1.1a   Demonstrate understanding of pronunciation (phonemic awareness)
      1.1.1b   Demonstrate understanding of symbol system (phonological awareness)
  1.1.2   Use lexicon (vocabulary) appropriately
  1.1.3   Demonstrate understanding of grammatical features
  1.1.4   Demonstrate understanding of mechanical features
  1.1.5   Demonstrate understanding of discourse features
  Suggested topics for development of lexicon (supporting strand 1.1.2)

Cluster 1.2: Demonstrate language competence
Strands
  1.2.1   Listen and view
  1.2.2   Speak and represent
  1.2.3   Read and view
  1.2.4   Write and represent
  1.2.5   Demonstrate interactive fluency

Cluster 1.3: Demonstrate knowledge of the use of socio-cultural/socio-linguistic elements
Strands
  1.3.1   Use register appropriately
  1.3.2   Use idiomatic expressions appropriately
  1.3.3   Demonstrate understanding of variations in language
  1.3.4   Use social conventions appropriately
 1.3.5   Use non-verbal communication appropriately

Cluster 1.4: Demonstrate knowledge of how discourse is organized, structured, and sequenced
Strands
  1.4.1   Demonstrate cohesion/coherence
  1.4.2   Use text forms
  1.4.3   Demonstrate patterns of social interaction

Domain 2: Contextual Applications

Students will acquire and use English in a variety of contexts and for a variety of purposes.

Contextual Applications
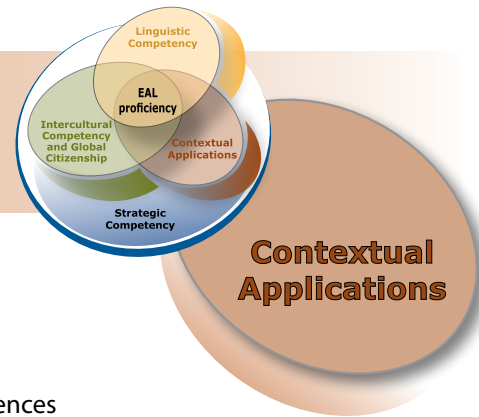
Cluster 2.1: Meet personal needs and interests

Strands

2.1.1   Express emotions and personal perspectives
 2.1.1a   Share ideas, thoughts, opinions, and preferences
 2.1.1b   Share emotions and feelings
2.1.2   Use language for imaginative purposes and personal enjoyment
2.1.3   Extend their knowledge of the world
 2.1.3a   Solve problems
 2.1.3b   Explore opinions and values

Cluster 2.2: Communicate and interact with others to meet group needs and interests

Strands

2.2.1   Manage personal relationships (form, maintain, and change relationships)
2.2.2   Give and receive information
2.2.3   Communicate to achieve an intended result
 2.2.3a   Guide actions of others
 2.2.3b   State personal actions
 2.2.3c   Manage group activities

Cluster 2.3: Transfer prior learning and acquire new learning

Strands

2.3.1   Express themselves in a variety of academic contexts and for a variety of academic purposes
 2.3.1a   Transfer prior academic and subject-area knowledge, concepts, and skills
 2.3.1b   Acquire new knowledge, concepts, and skills (for the subject areas) in English
2.3.2   Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes
 2.3.2a   Transfer prior knowledge, concepts, and skills
 2.3.2b   Acquire new knowledge, concepts, and skills

Domain 3: Intercultural Competency 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.

Intercultural Competency and Global Citizenship
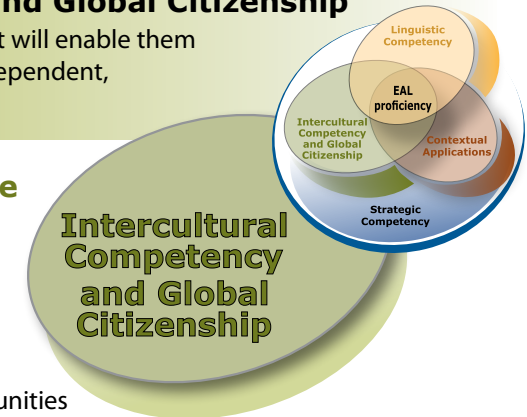
Cluster 3.1: Develop and use knowledge and understanding of themselves as multilingual-multicultural learners

Strands

3.1.1   Affirm and value first language and culture
3.1.2   Value diversity
3.1.3   Explore personal, academic, and future opportunities

Cluster 3.2: Develop and use knowledge and understandings concerning Canada's peoples and Canada's development as a nation and society

Strands

3.2.1   Demonstrate knowledge of Canada's geography, history, and development
3.2.2   Demonstrate knowledge of Canada's peoples, cultures, and traditions

### Cluster 3.3: Develop and use knowledge and understandings about global citizenship

Strands

3.3.1   Demonstrate intercultural communication
3.3.2   Demonstrate interdependence and building community, problem solving, and conflict resolution

Domain 4: Strategic Competency

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.
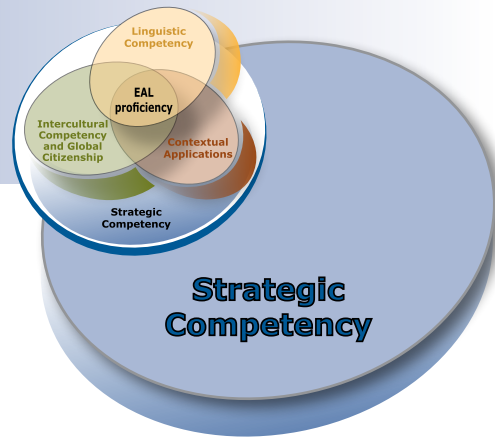
Cluster 4.1: Develop knowledge of language learning strategies

Strands

4.1.1 Use cognitive strategies appropriately
4.1.2 Use metacognitive strategies appropriately
4.1.3 Use social/affective strategies appropriately

Cluster 4.2: Develop knowledge of language-use strategies

Strands

4.2.1 Demonstrate receptivity
4.2.2 Demonstrate productivity
4.2.3 Demonstrate interactivity

Cluster 4.3: Develop knowledge of general learning strategies

Strands

4.3.1 Use cognitive strategies appropriately
4.3.2 Use metacognitive strategies appropriately
4.3.3 Use social/affective strategies appropriately

EAL Domain 1: Linguistic Competency

Linguistic competency is a broad term that includes linguistic or grammatical competency, language use competency (fluency), sociocultural or sociolinguistic competency, and what might be called textual competency. 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 competency 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 competency are grouped under four cluster headings (see page 12). 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 linguistic competency. For example, under the cluster heading "Demonstrate use of linguistic elements," there is a strand for the sound and symbol system (pronunciation, stress, and intonation and how sounds are represented in print), 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 learning strands isolate these individual aspects, language competency should be developed through classroom activities that focus on meaningful uses of the language in different contexts and for a variety of purposes (e.g., personal, academic, and social). Tasks are 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 are 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 become aware of structures and their functions before they are able to manipulate them independently.

Language competency is closely associated with strategic competency. 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. The language-use strategies in the strategies domain complement the linguistic competency domain.

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EAL Domain 2: Contextual Applications

The various components of **contextual applications** are grouped under three cluster headings (see page 13). 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.

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, should address components of both linguistic and academic development. In planning and implementing EAL programming, teachers and schools need to take into account the students' English language development as well as the students' academic or subject-area learning needs.

This is especially true for beginning EAL and LAL learners. Beginning learners may arrive with subject-area knowledge, skills, and attitudes that are appropriate for their age/grade level, but they will be challenged to maintain momentum in content areas without specific planning for how they will engage with the curriculum (e.g., direct and indirect language instruction, differentiation of resources and tasks) and how their learning will be demonstrated. Initial intensive focus on basic social language skills and key language related to the content areas will help them "transfer" their prior learning to their new language and connect it with new learning. Learners that have had limited prior opportunities to learn academically will have less academic/subject-area knowledge and fewer skills and attitudes to transfer and build on. The instructional program for these students needs to focus on developing foundational literacy, numeracy, and academic language skills that will allow them to succeed in the full range of educational opportunities.

With this in mind, the contextual applications domain reflects the interrelatedness of EAL and subject-area learning that is essential for educational success. Additionally, this domain recognizes that EAL learners 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. The contextual applications domain also focuses on the development of skills and understandings that will allow students to meet their individual and collective needs and interests. Students must use language transactionally for personal and social purposes in a variety of contexts.

EAL 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 Canadian schools and 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 the intercultural competency and global citizenship domain are grouped under three cluster headings (see page 13). 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 are 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 interact with them effectively and appropriately.

As learners develop English language skills, experience living in a new society, and seek to integrate their prior cultural and linguistic knowledge, skills, and experiences, the image of themselves and their concept of self-identity will change. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students learning a new language will develop a heightened awareness and knowledge of their first or dominant language and culture. This will help them form generalizations about languages and cultures based on their own experiences, both in their home country and in their new culture. This will provide students with an understanding of diversity within both a Canadian and a global context.

> The development of a positive self-concept, as well as a strong self-identity as a multilingual/multicultural learner, is an essential element of finding a place and sense of belonging in a new learning and social environment.

It is important for learners to develop an awareness and understanding of how culture and cultural patterns affect and help shape themselves, other peoples, and Canadian society. An essential part of developing intercultural competency in a Canadian context is the attainment of greater knowledge of Canadian English and of the development of Canada and Canadian society from the perspectives of history, contemporary life, diversity, and change. Newcomers to Canada need to be aware of the contributions of Indigenous cultures to contemporary Canada and the complex history and relationships of Indigenous Peoples with previous and current generations of immigrants and non-Indigenous descendants.

Lastly, students need to develop strong knowledge, attitudes, and skills that will enable them to participate and contribute actively and fully in the local and global community. They need to develop a sense of community, an understanding of similarities and differences among people, and an appreciation for the contributions of diverse individuals and peoples to local communities and society. Students need to explore how they can apply their intercultural understandings and communication skills for personal, educational, and career aspirations.

Learners demonstrate different levels of development concerning intercultural competency. The development of intercultural competency is a complex and difficult process for many people. While intercultural competency is expected to develop along with language and cultural knowledge, the development may not be linear.

As illustrated in Figure 3, we all hold multiple identities, with ethnicity, class, gender, language, religion, political beliefs, and so on. This helps to define who we are. The relevance of these characteristics changes with our personal and social conditions and contexts.

Children's individual sense of self and their perceptions about themselves will be shaped by how others see them and the values others attach to these aspects of identity. A positive self-identity validates who the person is and how others accept them.
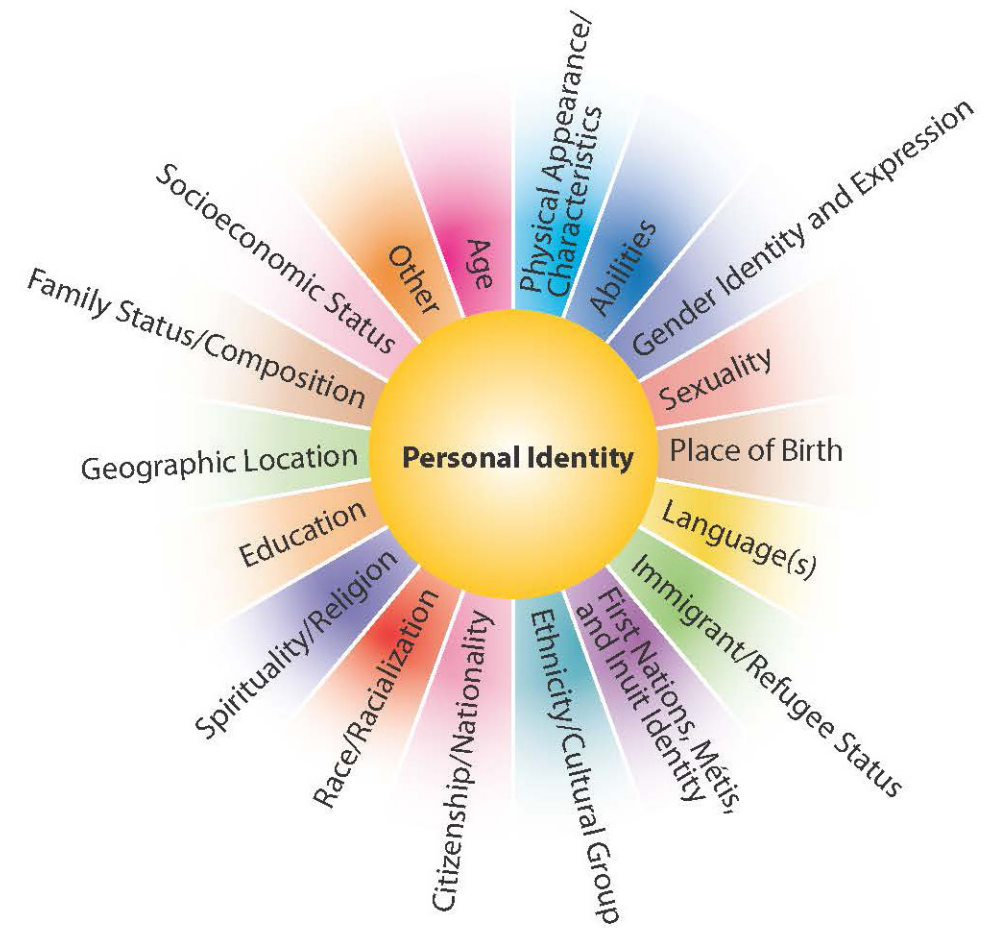

Figure 3: Personal Identity

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EAL Domain 4: Strategic Competency

In the **strategic competency** domain, there are specific learning goals that will help students learn and communicate more effectively. Strategic competency has long been recognized as an important component of communicative competency. The learning strands that follow deal with compensation and repair strategies, which are important in the early stages of language learning when proficiency is low. Strategies for language learning, language use in a broader sense, as well as general learning strategies will help students acquire content. Although people may use strategies unconsciously, the learning goals 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 competency will enhance both language and academic learning.

The strategies are grouped under three cluster headings (see page 14). 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 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 they 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 be able to use a specific strategy at a particular grade level. Consequently, the learning goals at each stage 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 on the following pages. 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.

> One of the main purposes of EAL instruction is to activate learners' prior knowledge and to transfer skills and strategies to their learning in the new environment.

Language Learning Strategies

Cognitive	Metacognitive	Social/affective
• Listen attentively. • Perform actions to match words of a song, story, or rhyme. • Learn short rhymes or songs, incorporating new vocabulary or sentence patterns. • Imitate sounds and intonation patterns. • Memorize new words by repeating them silently or aloud. • Seek the precise term to express meaning. • Repeat words or phrases in the course of performing a language task. • Make personal dictionaries. • Experiment with various elements of the language. • Use mental images to remember new information. • Group together sets of things with similar characteristics (e.g., vocabulary, structures). • Identify similarities and differences between aspects of the English language and their own language. • Look for patterns and relationships. • Use previously acquired knowledge to facilitate a learning task. • Associate new words or expressions with familiar ones, either in English or in their own language. • Find information, using reference materials such as dictionaries, textbooks, and grammar guidebooks. • Use available technological aids to support language learning (e.g., cassette recorders, computers). • Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember. • Place new words or expressions in a context to make them easier to remember. • Use induction to generate rules governing language use. • Seek opportunities outside of class to practise and observe. • Perceive and note unknown words and expressions, noting also their context and function.	• Check copied writing for accuracy. • Make choices about how they learn. • Rehearse or role-play language. • Decide in advance to attend to the learning task. • Reflect on learning tasks with the guidance of the teacher. • Make a plan in advance about how to approach a language-learning task. • Reflect on the listening, reading, and writing process. • Decide in advance to attend to specific aspects of input. • Listen or read for keywords. • Evaluate their own performance or comprehension at the end of a task. • Keep a learning log. • Experience various methods of language progression, and identify one or more considered to be personally useful. • Demonstrate an awareness of the potential of learning through direct exposure to the language. • Know how strategies may enable coping with texts containing unknown elements. • Identify problems that might hinder successful completion of a task, and seek solutions. • Monitor their own speech and writing to check for persistent errors. • Demonstrate an awareness of their own strengths and weaknesses, identify their own needs and goals, and organize strategies and procedures accordingly.	• Initiate or maintain interaction with others. • Participate in shared reading experiences. • Seek the assistance of a friend to interpret a text. • Reread familiar self-chosen texts to enhance understanding and enjoyment. • Work cooperatively with peers in small groups. • Understand that making mistakes is a natural part of language learning. • Experiment with various forms of expression and note their acceptance or non-acceptance by more experienced speakers. • Participate actively in brainstorming and conferencing as prewriting and post-writing exercises. • Use self-talk to feel competent to do the task. • Demonstrate a willingness to take risks and to try unfamiliar tasks and approaches. • Repeat new words and expressions occurring in their own conversations, and make use of these new words and expressions as soon as appropriate. • Reduce anxiety by using mental techniques, such as positive self-talk or humour. • Work with others to solve problems and get feedback on tasks. • Provide personal motivation by arranging their own rewards when successful.

Language Use Strategies

Receptive	Productive	Interactive
• Determine the purpose of listening. • Assess their own information needs before listening, viewing, or reading. • Prepare questions or a guide to note information found in the text. • Make predictions about what they expect to hear or read based on prior knowledge and personal experience. • Listen selectively based on purpose. • Listen or look for keywords. • Use key content words or discourse markers to follow an extended text. • Use skimming and scanning to locate key information in texts. • Use illustrations to aid reading comprehension. • Infer probable meanings of unknown words or expressions from contextual clues. • Use knowledge of the sound-symbol system to aid reading comprehension. • Reread several times to understand complex ideas. • Observe gestures, intonation, and visual supports to aid comprehension. • Summarize information gathered. • Make connections between texts on the one hand and prior knowledge and personal experience on the other.	• Mimic what the teacher says. • Use non-verbal means to communicate. • Copy what others say or write. • Use words visible in the immediate environment. • Demonstrate awareness and use of the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), and publication (reprinting, adding illustrations, binding). • Use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas. • Use familiar repetitive patterns from stories, songs, rhymes, or media. • Use illustrations to provide detail when producing their own texts. • Use familiar sentence patterns to form new sentences. • Take notes when reading or listening to assist in producing their own texts. • Compensate for avoiding difficult structures by rephrasing. • Use resources to increase vocabulary. • Use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution). • Use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammar guidebooks). • Apply grammar rules to improve accuracy at the correction stage. • Revise and correct final version of text.	• Indicate lack of understanding verbally or non-verbally (e.g., "What did you mean?" raised eyebrows, blank look). • Interpret and use a variety of non-verbal cues to communicate (e.g., mime, pointing, gestures, drawing pictures). • Ask for clarification or repetition when they do not understand (e.g., "Can you say that again?" "Please repeat the question."). • Ask for confirmation that a form used is correct. • Use other speakers' words in subsequent conversations. • Use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution). • Assess feedback from a conversation partner to recognize whether a message has been understood. • Start again, using a different tactic, when communication breaks down. • Use fillers, hesitation devices, and gambits to sustain conversations.

General Learning Strategies

Cognitive	Metacognitive	Social/Affective
• Classify objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants). • Use models. • Connect what is already known with what is being learned. • Experiment with and concentrate on one thing at a time. • Focus on and complete learning tasks. • Record keywords and concepts in abbreviated form—verbal, graphic, or numeric—to assist with the performance of a learning task. • Use mental images to remember new information. • Distinguish between fact and opinion when using a variety of sources of information. • Formulate key questions to guide research. • Make inferences, and identify and justify the evidence on which these inferences are based. • Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember. • Seek information through a network of sources, including libraries, the Internet, individuals, and agencies. • Use previously acquired knowledge or skills to assist with a new learning task.	• Reflect on learning tasks with the guidance of the teacher. • Choose from various study techniques. • Discover how their own efforts can affect learning. • Reflect upon their own thinking processes and how they learn. • Decide in advance to attend to the learning task. • Divide an overall learning task into a number of subtasks. • Make a plan in advance about how to approach a task. • Identify their own needs and interests. • Manage their own physical working environment. • Keep a learning journal, such as a diary or log. • Develop criteria for evaluating their own work. • Work with others to monitor their own learning. • Take responsibility for planning, monitoring, and evaluating learning experiences.	• Watch others' actions and copy them. • Seek help from others. • Follow their own natural curiosity and intrinsic motivation to learn. • Participate in cooperative group learning tasks. • Choose learning activities that enhance understanding and enjoyment. • Demonstrate a determination to try, even though mistakes may be made. • Take part in group decision-making processes. • Use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas). • Take part in group problem-solving processes. • Use self-talk to feel competent to do the task. • Demonstrate a willingness to take risks and to try unfamiliar tasks and approaches. • Monitor their own level of anxiety about learning tasks, and take measures to lower it if necessary (e.g., deep breathing, laughter). • Use social interaction skills to enhance group learning.