

# Introduction

## Terminology

- **English as an additional language (EAL) learners:** Manitoba Education is using the term *English as an additional language* (EAL) to refer to English language programming for linguistically diverse learners in both K–12 and adult education. This term reflects the additive nature of learning another language, and the additive approach is particularly significant in recognizing the strengths and contributions of Manitoba’s intercultural, multilingual student population. It refers to students whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba’s school system. Students who are learning EAL are similar in some ways to students who are learning French, German, or other additional languages in immersion programs in Manitoba schools because, as they are learning their new language (English), they are using it to learn other subjects, such as mathematics, social studies, health, etc.
- **Literacy, academics, and language (LAL) learners:** This refers to learners in the Middle and Senior Years who have significantly interrupted, limited, or no prior school experience and therefore their literacy skills and school-based knowledge are well below an age-appropriate level. See the Middle Years and Senior Years documents for a more complete description of LAL learners and LAL Progressions.
- **The EAL/LAL Progressions** describe student growth in various domains of EAL/LAL learning from beginning to near age-appropriate proficiency.
- For purposes of this document, the abbreviations **EY** for **Early Years**, **MY** for **Middle Years**, and **SY** for **Senior Years** have been used to differentiate the EAL and LAL Progressions and stage learning goals at different general school levels from the grade levels used to designate content-area curriculum expectations in Manitoba.
- A **framework** is a fundamental structure used as the basis for the assumptions, concepts, principles, and practices that constitute a way of viewing EAL learners.
- **Curriculum**, in the context of students learning an additional language to use for social and academic purposes, includes the totality of what students experience in the educational process (Kelly, 2009). This holistic definition includes planned learning experiences in classrooms (e.g., “explicit curriculum”), experiences that take place outside of classrooms (e.g., extracurricular activities or “informal curriculum”), as well as the “implicit curriculum,” which is learned but not explicitly planned for (e.g., social roles). (Note: Since language and culture are inextricably connected, teachers of students learning EAL/LAL need to be aware of and acknowledge the implicit curriculum communicated within schools.)

- **Inclusion** is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community.

Note: Underlined terms that appear in **bold** throughout this document are linked to and defined in the glossary that has been included at the end.

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## Definition

EAL is the study of English by students who already speak at least one other language or who come from a home in which one or more other languages are predominately used. Classroom and EAL teachers are jointly responsible for assisting students in becoming proficient in English. EAL programming focuses on key competencies, as well as on the language demands of all subject areas across the curriculum. Programs encompass knowledge about language, how language works, and how it is used in a variety of contexts when speaking, listening, reading, viewing, representing, and writing. These modes are explored and developed through activities in three broad language dimensions: interpersonal use (language in the social context), informational use (language related to learning), and aesthetic use (language needed for personal expression). When using English, students choose vocabulary, sentence structure, linguistic features, and discourse style to convey meaning. These choices are based on the social and linguistic knowledge of the context, medium, and purpose for communicating.

## EAL Learners

Important goals of the Manitoba school system include supporting the intellectual, linguistic, and social development of learners in order to enhance their personal, career, and life choices. These goals apply equally to all learners.

To help realize these goals for those learning English as an additional language (EAL), Manitoba educators need to provide services and programming to ensure that the school system is equitable, inclusive, appropriate, relevant, accessible, and accountable.

EAL education should

- assist learners in adding English to their linguistic repertoire and becoming proficient in the language
- provide learning opportunities that will allow learners to continue to develop intellectually and as citizens
- prepare learners to participate successfully in an inclusive classroom and school community
- enable learners
- enhance choices and opportunities for learners to access and benefit from adult and post-secondary learning experiences

Learners whose first or home language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency are registered as EAL students.

Early Years students who have interrupted or no prior schooling are not identified specifically, because varying degrees of academic foundations and literacy and language development are already an integral part of the curriculum in these grade levels.

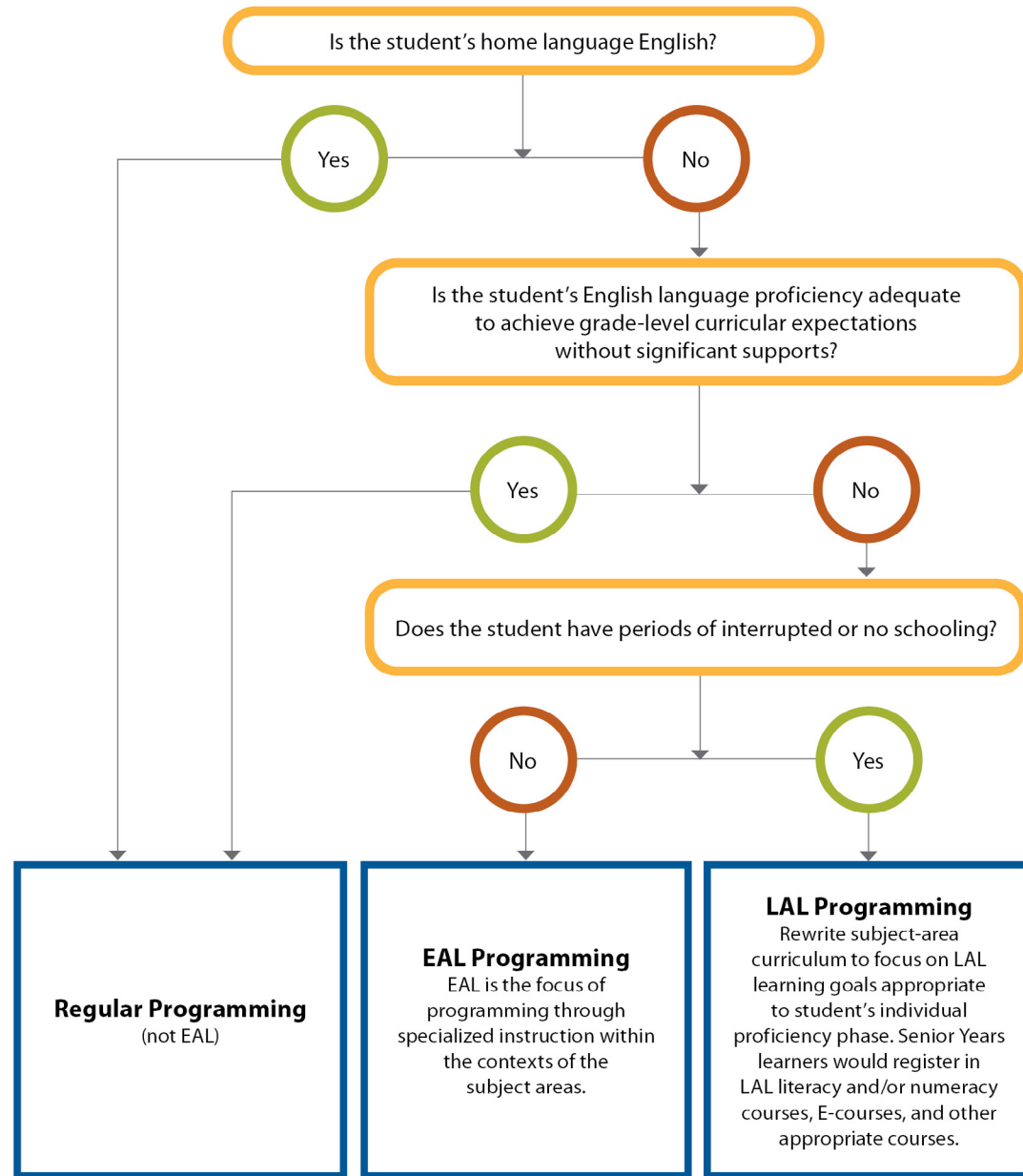
## LAL Learners

Many newcomer EAL learners bring age-appropriate educational experiences with them, are already literate in one or more languages, and can focus on their new language, culture, and grade-level curricula. However, some newcomer EAL learners have not had the same opportunities for formal schooling for a variety of reasons, including conflict, poverty, natural disasters, or culture. Their academic learning, including literacy and numeracy in their first language, may be disrupted or far behind the age-level expectations for Manitoba schools, and they may not have developed the set of skills needed for success in schooling here. The older the student, the larger the gaps may be. In addition to learning English, students will need to develop foundational literacy, numeracy, and academic/subject area knowledge and skills at the same time they are developing foundational English language competency.

In Manitoba Kindergarten to Grade 12 schools and within this framework, the term *literacy, academics, and language* (LAL) describes the focus of learning for these Middle and Senior Years students. A more complete description of the LAL learner profile and appropriate programming focus is addressed in the Middle and Senior Years documents, under the sections LAL Domains of Learning and LAL Phases. EAL domains of learning are adapted to LAL-specific needs.

Younger EAL learners whose life experiences have included limited exposure to literacy, numeracy, or formal educational settings may also not meet the typical expectations in an Early Years classroom. Specific LAL Phases have not been developed for Early Years students because literacy, numeracy, and academic foundations are already an integral part of the Early Years curriculum. Teachers may also refer to the LAL Phases of the Middle and Senior Years LAL documents to support their student-specific planning.

## Decision-Making Process to Determine Programming for an EAL Learner



## EAL and LAL Learners in Manitoba Schools

<p><b>Indigenous students</b> who come to school speaking one or more Indigenous languages</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>live in a community or home where English is not generally used for everyday communication</li> <li>have developed good oral skills in their first language(s)</li> <li>have had limited literacy experiences in their first language</li> <li>know that English is used in wider Canadian contexts through television and adults' interactions with non-Indigenous people in their community</li> <li>experience periods of irregular school attendance</li> </ul>	<p>Indigenous students fluent in Indigenous language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p><b>Indigenous students</b> who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>live in a community or home where a local dialect of English is generally used in everyday communication</li> <li>have developed good oral skills in their local dialect of Indigenous English</li> <li>have limited experience with literacy in their first language</li> <li>not recognize the distinctions between Indigenous English and the varieties of English used in Manitoba schools (i.e., demonstrate characteristics of Standard English as an additional dialect [SEAD] speakers)</li> <li>experience periods of irregular school attendance</li> </ul>	<p>Indigenous students fluent in Indigenous English may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p><b>Newcomers</b> to Canada who have a language background other than English and have age-appropriate schooling</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>be at or above age-appropriate levels of schooling in Manitoba</li> <li>have developed good oral and literacy skills in another language(s)</li> <li>have varied experience with certain English skills (e.g., oral)</li> <li>experience cultural adjustment that affects personal, social, and academic integration</li> </ul>	<p>Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p><b>Newcomers</b> to Canada who have a language background other than English and who have had periods of interrupted schooling</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>be below age-appropriate levels of schooling in Manitoba</li> <li>experience cultural adjustment that affects personal, social, and academic integration</li> <li>suffer from post-traumatic stress disorder</li> <li>have spent time in refugee camps</li> <li>have had periods of interrupted schooling</li> <li>have had no previous schooling</li> </ul>	<p>Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>

## EAL and LAL Learners in Manitoba Schools

<p>Students who are beginning school or who have had <b>some or all of their schooling in Canada</b>, and whose home background includes at least one language other than English, and who have limited English proficiency</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>have been born in Canada or elsewhere</li> <li>come from homes where English is not used or is not the dominant language</li> <li>come from homes where English is not the only language used</li> <li>come from homes where English is used as an additional language between parents who do not speak the same first language</li> <li>have fluent everyday conversational skills in English but difficulty with academic language</li> <li>have entered school with a good command of both English and (an) other language(s) but require monitoring and/or additional support</li> </ul>	<p>Students with language backgrounds other than English typically enter the Manitoba school system in Kindergarten–Grade 1</p>
<p>Students who speak <b>Standard English as an additional dialect</b> (SEAD)</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>be English first-language speakers but speak dialects of English that vary considerably from the variety of English that is typically used in Manitoba schools</li> <li>not recognize the distinction between their variety of English and the variety commonly used in school</li> </ul>	<p>Students who speak SEAD may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p>Students who are born and educated in <b>Tyrolean-/German-speaking Hutterite colonies</b></p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>be placed in multi-grade, multi-level classrooms of between 15–30 students</li> <li>initially have fluency in German and have limited experience with English</li> <li>be strongly grounded in Hutterian culture and lifestyles</li> </ul>	<p>Students born and educated in German-speaking Hutterite colonies typically enter the Manitoba school system in Kindergarten–Grade 1</p>
<p>Students who are <b>Deaf or hard of hearing</b>, and whose first language is a signed language</p>	<p>These learners may</p> <ul style="list-style-type: none"> <li>have been born in Canada or elsewhere</li> <li>have various levels of fluency in the signed language of their home country or in American Sign Language (ASL)</li> <li>use ASL or a signed language as their first language and develop English through reading and writing as their second language</li> <li>have language(s) other than English as their second language</li> <li>attend a mainstream classroom, cluster program, or the Manitoba School for the Deaf</li> </ul>	<p>Students with a signed language as their first language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>

## Components of the EAL Curriculum Framework

The EAL/LAL Framework provides a structure and the information needed for program planning and assessing student achievement, as well as for developing effective learning programs for the many students in Manitoba schools who are learning English as an additional language. These students are a diverse group and are at different ages and stages of learning English. They are from differing first-language backgrounds and have varying amounts of education in their first language. To accommodate this student diversity and the varying school contexts within Manitoba, the document contains the following:

1. Principles, concepts, and guidelines for practice that support EAL learner success in acquiring language, academic learning, and social integration within a school setting (Sections 1, 2, and 7)
2. General student descriptions at various stages of EAL learning in Early Years (EY), Middle Years (MY), and Senior Years (SY), as well as descriptions of Middle and Senior Years students with EAL needs and limited or significantly interrupted schooling (Section 1.13)
3. A brief discussion of the underlying principles of second language acquisition and learning that have informed the development of the EAL/LAL Framework (Section 2)
4. A description of **domains** of EAL/LAL learning (Sections 3 and 5)
5. A continuum of stages for the EAL/LAL Progressions (Sections 4 and 6)
6. Supporting material on EAL development, issues in second-language teaching, and assessment from an EAL perspective

The EAL/LAL Progressions are a description of growth in various domains of EAL/LAL learning from beginning to near age-appropriate proficiency. The EAL/LAL Acquisition Continuum comprises the following:

- Four **domains** of learning:
  - linguistic competence
  - contextual applications
  - intercultural competence and global citizenship
  - strategic competence
- **Clusters** of related **strands** of learning within those domains
- Goals for EAL/LAL learning, generally accompanied by **sample descriptors/indicators** that depict the language learning and progressions demonstrated by students as they advance through the stages of the EAL/LAL Progressions

This progression, with the learning goals and descriptors across the stages, will help teachers gain an overall understanding of student development at different stages of learning and develop appropriate and targeted programs for these students.

The materials identified in #6 also help provide supporting material on EAL development, issues in second-language teaching, and assessment from an EAL perspective also help provide a foundation for programming and instructional decisions. Information and templates to guide the reception and initial assessment of students, educational planning, and monitoring are also included. Finally, several special considerations, including parental involvement, special education considerations, and the relationship to adult EAL programming, are addressed.

The EAL/LAL Framework presents the development of language proficiency as a progression of stages that represents the journey from beginning English to expected age-/grade-level proficiency. The Early Years, Middle Years, and Senior Years use 3, 4, and 5 stages of language progressions respectively (Figure 1). A number of factors were considered in determining the appropriate number of stages, including the complexity of the academic tasks at different grade levels and the corresponding language demands associated with the tasks students are required to perform.

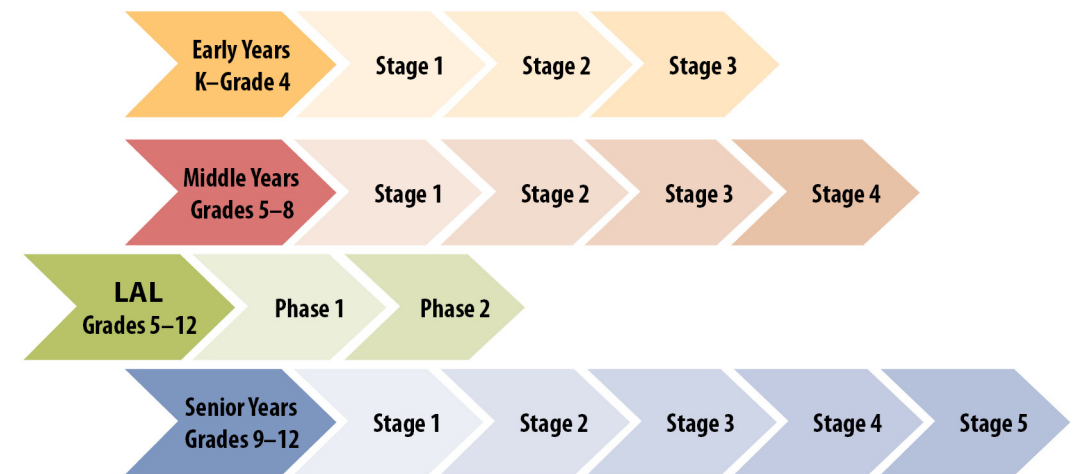


Figure 1: Stages and Phases

These stages should be viewed as relative to age-/grade-level demands of language use. For example, a Grade 7 student needs to use more complex and varied language for a broader range of language functions than a Grade 5 student does. Therefore, end of Middle Years Stage 3 indicates greater proficiency in Grade 7 than in Grade 5.

Because of the increasing demands of language as a student advances from one grade to the next, continued monitoring of students who appear to reach end-stage for any level (i.e., Early Years Stage 3, Middle Years Stage 4, and Senior Years Stage 5) is necessary. Students may need additional language support at a higher grade due to the increased complexity of concepts, texts, and tasks. For example, a Grade 4 student who appears to be end-Stage 3 in Early Years may need additional language supports to be working at end-Stage 4 in Middle Years.

It is important to note that EAL students who have age-appropriate education bring a range of academic and language skills that they will be able to apply to their English language development. For these learners, 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.

## The EAL/LAL Curriculum Framework

This EAL/LAL Curriculum Framework provides teachers with tools to

- describe stages of EAL development as students progress towards the age- and grade-level-appropriate learning outcomes expressed in the ELA curriculum frameworks and curriculum frameworks for other subject areas
- plan rich EAL learning experiences that help students progress from one stage of language development to the next
- increase awareness of the many distinct but related elements involved in developing competency in a new language and culture
- assess students' progress in learning English as an additional language
- assist in reporting progress in EAL learning to parents and other teachers

## Stages of EAL Learning

The EAL/LAL Continuum is organized as a progression of stages. Each stage includes a learning focus statement, a set of outcomes, and evidence of progress.

EAL students are a highly diverse group, including those who are

- beginning school with minimal or no previous exposure to English
- entering school with little or no previous exposure to English, but with schooling equivalent to that received by their chronological peers in English
- entering school with little or no previous exposure to English, and with little or no previous formal schooling
- entering school with some previous exposure to spoken and/or written English

The EAL/LAL Framework accommodates the diversity in student background and the varying points of entry to school by providing an overview of English language development within three broad bands of schooling:

- Early Years: Kindergarten–Grade 3
- Middle Years: Grades 4–8 (For the purposes of this curriculum, the term *Middle Years* will begin at Grade 4 to accommodate the shift in language needed to access Grade 4 subject-area curricula.)
- Senior Years: Grades 9–12

Within each band, stages of EAL learning are described. The stages refer to language development, not grade-level expectations. They are structured as follows:

- Early Years (Kindergarten to Grade 3): Three Stages EY 1–EY 3
- Middle Years (Grades 4–8): Four Stages MY 1–MY 4
- Senior Years (Grades 9–12): Five Stages SY 1–SY 5

These stages describe the EAL development of students who demonstrate age-appropriate literacy in their dominant language and who have had educational experiences similar to those that would be expected for their age group.

It is important to note that EAL students who have age-appropriate education bring a range of academic and language skills that they will be able to apply to their English language development.

## Relationship with Manitoba’s English Language Arts Curriculum and Other K–12 Subjects

The English language arts (ELA) learning expectations presuppose that students’ prior language experiences and earlier literacy development were largely in the English language. The broad literacy emphasis in the ELA curriculum supports the use of English as a means of learning in all subject areas and, in particular, in the development of knowledge, skills, strategies, and attitudes related to the effective use of the English language. The goals for students who are learning English as an additional language are the same, but they take a different learning path towards achieving them. As students are developing English language skills at a different time from their peers, they need appropriate programming that provides for explicit English language teaching, as well as time, support, and exposure to English. The EAL/LAL Continuum provides a map for EAL learning. As their English language proficiency develops, EAL learners will increasingly be able to tackle the learning expectations in the curriculum frameworks for ELA or other subject areas. During this process, however, teachers will base the balance of EAL learning and subject-area learning (including ELA) on the needs of the individual learners.

EAL learners also need to understand and express their understanding using English in all subject areas, so it is important that assessments of progress in subject areas take into account students’ development as learners of English. Instruction in all subject areas should be supportive of the needs of students still learning English. To this end, the EAL/LAL Framework will assist teachers across all subject areas and grades to understand the EAL learning pathways and to establish appropriate language learning goals that support content-area learning for individual students.

The EAL/LAL Continuum should be seen as a companion/supplement to the Manitoba ELA curriculum, as well as curricula for other subject areas.



## Characteristics of Early Years EAL Learners

Characteristics of an Early Years EAL Learner Exiting <b>Stage 1</b>	Characteristics of an Early Years EAL Learner Exiting <b>Stage 2</b>	Characteristics of an Early Years EAL Learner Exiting <b>Stage 3</b>
<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li>• Begins to understand and use simple words and sentences</li> <li>• May be emerging from a silent period</li> <li>• Uses first language and interlanguage frequently</li> <li>• May be familiar with some classroom and playground routines and expectations in Manitoba</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li>• Can understand and use conversational and some academic English</li> <li>• Has acquired a vocabulary of keywords and phrases related to familiar and everyday topics</li> <li>• May rely on drawings or other visuals to convey much of the meaning</li> <li>• Uses first language to gain a greater understanding of new concepts</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li>• Approaching grade-appropriate competence in day-to-day and academic communication</li> <li>• Makes occasional grammatical and vocabulary errors</li> <li>• Intended meaning is not always clear on the first try</li> <li>• Can often derive meaning of new words from spoken and printed contexts.</li> <li>• Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies</li> <li>• Can engage with grade-level subject-area content with occasional assistance.</li> <li>• Is able to use a growing range of grade-appropriate academic vocabulary</li> <li>• May require continued support with complex academic language tasks, such as reading word problems</li> </ul>
<p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li>• Follows simple classroom routines</li> <li>• Shares some personal information using simple words and simple phrases</li> <li>• Responds non-verbally and begins to respond verbally to simple commands, statements, and questions</li> <li>• Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)</li> <li>• Is beginning to construct meaning from simple texts through print features</li> <li>• Imitates and copies from a peer model</li> <li>• Recognizes and prints letters of the alphabet</li> <li>• Can listen, nod yes/no, move, point, finger-play, colour, repeat, copy, draw, demonstrate, show and tell, mime, use puppets, manipulate objects, cut and paste, and create 3-D objects</li> </ul>	<p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li>• Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors</li> <li>• Produces simple texts for a specific audience</li> <li>• Writes in simple sentences with frequent grammatical errors</li> <li>• Constructs more meaning from basic texts when they are accompanied by visuals to activate their prior knowledge/experience</li> <li>• Can select, state, label, name, list, sort, complete, assemble cut-up sentences and stories, role-play, engage in readers’ theatre, create a web, and complete sentence starter</li> </ul>	<p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li>• Communicates in new social settings</li> <li>• Writes to record personal experiences and thoughts</li> <li>• Composes a text of several connected sentences on a personal or experiential topic using basic punctuation</li> <li>• With scaffolding, engages in grade-level subject-area texts and tasks</li> <li>• Can describe, retell, summarize, compare, write creatively, peer edit, and take leadership in group tasks</li> <li>• Approaching age-appropriate use of standard English</li> </ul>
<p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li>• Access prior knowledge and experiences</li> <li>• Make connections with family, home, interests</li> <li>• Make language real with visuals, realia, multisensory support, and multimedia</li> <li>• Provide explicit explanations and explicit language teaching</li> <li>• Provide frequent opportunities for peer-to-peer interaction</li> <li>• Model language, process, and product</li> <li>• Give sufficient time to complete language-based tasks</li> <li>• Use various teaching strategies (e.g., Total Physical Response [TPR], Language Experience Approach [LEA], hands-on projects, singing, chants, teacher read-alouds, guided reading and writing, and peer language “buddy”)</li> </ul>	<p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li>• Access prior knowledge and experiences</li> <li>• Provide explicit explanations, explicit language teaching, and content vocabulary</li> <li>• Offer teacher support and scaffolding for learner success</li> <li>• Model language, process, and product</li> <li>• Provide frequent opportunities for peer-to-peer interaction</li> <li>• Give extra time to complete English language-based tasks</li> <li>• Stage 1 approaches plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading, and flexible reading groups</li> </ul>	<p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li>• Access prior knowledge and experiences</li> <li>• Pre-teach specialized content vocabulary</li> <li>• Provide assistance to learner when choosing appropriate reading material</li> <li>• Continue to model language, process, and product</li> <li>• Continue to give extra time and scaffolding to complete language-based tasks as needed</li> </ul>