Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) Programming

LAL Domains of Learning

Introduction to the LAL Domains of Learning

LAL Phases—What are they?

The LAL Phases are intended for students with limited or no prior schooling who enter the school system in the Middle and Senior Years. These learners are not exclusively from war-affected/refugee backgrounds; they may come from regions where access to education is limited by poverty or gender, or from school settings that were limited to one or two hours a day or that taught a very narrow curriculum focused on rote skills.

These learners may face multiple challenges (e.g., settlement, health, mental health and trauma, cultural, education, language barriers) in adapting to the Manitoba school environment and in succeeding academically. As a consequence of their lack of schooling, 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 will also be needed.

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.

> Regardless of their previous educational experiences, the key to their identification as LAL learners is **their lack of, or significantly limited, primary language literacy**.

> It is important to recognize that, although these learners may be at pre-literate or emergent literacy stages of language learning, they are often mature, motivated, and resilient learners who bring with them a variety of life experiences.

The linguistic and academic knowledge, skills, and attitudes that are 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 curricula in the Middle Years and Senior Years expand, deepen, and enable a more complex and abstract application of the foundational knowledge and skills. Therefore, students who have missed all or part of their early schooling need to develop these same linguistic and academic foundations before they can be expected to be successful in age-/grade-appropriate educational and literacy contexts.

Newcomer learners in the Middle Years and Senior Years who have both EAL needs and limited schooling will require specialized programming that enables them to develop their English language and foundational academic learning in a concurrent and accelerated manner. At the same time, effective programming respects the needs and characteristics of adolescent or young adult learners. LAL programming needs to be intensive, extended, integrated, and focused on the most essential aspects of the foundational subject-area curricula and of language development.

The essentials—the big ideas and foundational processes, practices, competencies, and skills in Manitoba's curricula for mathematics, science, and social studies in Grades 1–8—have been highlighted in a document called *Curriculum Essentials,* found at www.edu.gov.mb.ca/k12/cur/essentials/index.html. This document provides a quick overview of grade-level learning to help EAL and LAL teachers identify relevant topics for literacy support and vocabulary development.

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, winter clothing, bus schedules)

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 are well below what may be expected for their age/grade. They will have developed some level of foundational literacy skills in at least one language and will have had some limited numeracy and other subject-area learning skills. Their prior learning experiences mean that they have some language, literacy, and academic skills that they can transfer and build upon to aid them in their English language and academic development. Learners need

to solidify and expand their literacy skills while also developing foundational, compulsory 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
- build and develop socio-emotional and cultural connections and supports

Transitioning to Middle and Senior Years EAL Programming

LAL Phases 1 and 2 are intended to develop foundational linguistic and subject-area competency. Therefore, 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. As students have limited literacy and academic knowledge and skills to transfer, **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.

Many LAL students will benefit from the high school experience to further develop their social and academic language, as well as participate in the culture of the school. LAL students may not have had the opportunity to experience curricular and co-curricular activities due to their limited prior schooling.

Domains of LAL Learning

The four domains of LAL learning are parallel to those for EAL and thus include the knowledge, skills, strategies, and attitudes that students are expected to demonstrate in Middle Years and Senior Years. The specific clusters identify the component knowledge, skills, strategies, and attitudes that contribute to the LAL domains that students are expected to demonstrate by the end of a stage. For a thorough understanding of the EAL/LAL domains, please refer to the EAL Domains of Learning.

However, the EAL domains assume students have close to age-appropriate education and literacy skills, whereas the LAL domains have been adapted to meet the needs of students with limited 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. In addition to language acquisition, the emphasis in LAL programming is on literacy, numeracy, and foundational subject-area knowledge and skills.

The four LAL domains are

- Foundational Linguistic Competency
- Foundational Competence in Contextual Applications
- Foundational Intercultural Competency and Global Citizenship
- Foundational Strategic Competency

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Domain Definitions and Exit Descriptions for LAL Learners

LAL Domain 1: Foundational Linguistic Competency

All EAL learners need to become competent in the lexicon, grammar structures, text forms, and social conventions that allow them to interpret and produce meaningful communications in English. These are critical to the domain of **foundational linguistic competency**.

Students who already have literacy skills in another language can transfer many understandings about the relationship of oral and written language (e.g., the function of sound-symbol systems and punctuation) and lexical knowledge associated with schooling. They can use their established literacy skills to support oral language development (e.g., acquire new vocabulary through reading). However, older students who have no or limited literacy skills in any language will need to encounter the written form of the language and develop essential literacy skills even as they are learning the oral aspects of the language. LAL learners will develop the linguistic elements of oral language much like EAL students, although the instructional approaches may differ somewhat, with an emphasis on developing foundational linguistic competence in reading, writing, and lexicon development.

Reading and writing instruction for LAL learners will have many similarities to the early stages of schooling for language and literacy development. It is essential that the content and presentation be age-appropriate and relevant to adolescent and young adult learners (e.g., reading signs around the school, the cafeteria menu, or the bus schedule, etc.).

As students meet the Phase 2 learning goals in this domain, they will be aware that print conveys meaning and that there is a connection between oral language, print, and communication. They will recognize and use the basic sound-letter (phonemic) and sound-spelling (phonic) relationships to read and write an increasing number of familiar words. They will interpret and produce simple texts required for everyday communication and foundational numeracy and subject-area learning. They will begin to organize, structure, and sequence simple texts and use simple grammatical structures with common recognized text/organizational patterns. They will begin to recognize the differences between formal and informal language and behaviours in a variety of contexts.

Students who have met the Phase 2 learning goals will still require intensive support to continue their literacy development to a grade-appropriate level, especially in the development of **cognitive academic language proficiency skills (CALPs)**.

LAL Domain 2: Foundational Contextual Applications

EAL/LAL programming for K–12 students develops the academic and cognitive skills and knowledge that are needed for adult life. In the K–12 system, LAL students are learning a new language at the same time that this language is used for instructional purposes for various subject areas.

Although EAL students who have age-/grade level–appropriate education will initially experience a delay in academic development as they learn the language of instruction and become familiar with the Canadian school culture, they are able to transfer and build on previously acquired knowledge, skills, and attitudes.

Students with limited experience with formal schooling in any language face multiple challenges as they develop the knowledge, skills, and behaviours required to succeed in academic settings. LAL students differ from EAL students in that they have not had the opportunity to develop literacy and academic skills in their first language, so they must develop them simultaneously as they learn English.

The **contextual applications** domain recognizes that LAL learners need to develop language skills and understandings that will allow them to function effectively in a range of non-academic and academic settings for a variety of purposes. It also reflects the interrelatedness of LAL and subject-area learning that is essential for educational success. This domain is about "getting things done" as an individual and with others, both informally and in more formal contexts.

For LAL students, the contextual applications domain includes a strong emphasis on increasing their understanding of the schooling process. As students meet the Phase 2 learning goals within this domain, they keep and use English for essential everyday communication for personal and social purposes, for various functions in school, and for foundational academic learning. They will begin to use English to meet their individual needs or interests and to socialize and work with others. As well, they will acquire foundational numeracy and subject-area knowledge and skills required for their continued learning.

LAL Domain 3: Foundational Intercultural Competency and Global Citizenship

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

K–12 EAL students in Manitoba schools come from very diverse linguistic and cultural backgrounds. Sometimes they have had limited experience with cultures other than their own or they have lived as members of a displaced minority within a different dominant group. It is generally agreed that communicative competence includes understanding and using cultural aspects of language. Historically, learning the dominant language and culture often was connected with the deliberate suppression of the students' home languages and cultures. However, the modern Canadian context recognizes individuals' rights to maintain their linguistic and cultural heritage, as well as the role of home culture in the formation of positive self-identity.

There is an underlying cognitive/academic proficiency that is common across all languages. Thus, by valuing and enhancing the students' home cultures and languages, English language learning can be enhanced. Furthermore, to live successfully in Canada, individuals will need the skills and knowledge to interact and communicate with the many cultures locally and globally.

Thus, the domain of intercultural competency and global citizenship reflects the development of students' positive self-identity as multilingual/multicultural learners within the Canadian educational system/society and the development of the knowledge, skills, and attitudes that will enable them to participate effectively as local and global citizens. Intercultural competency suggests that the communicators have general cultural knowledge, as well as specific knowledge of cultures, that they can apply to ensure effective communication. The progression of intercultural communication skills reflected in this domain follows from the idea of stages of intercultural sensitivity. The concept of global citizenship encompasses citizenship at all levels—from the local school and community to Canada and the world.

As students meet the Phase 2 learning goals for this domain, they will demonstrate a growing awareness of cultural and linguistic diversity in a Canadian and global context. They will be more aware of how they and others are shaped by their cultures, faiths, and languages and how these influence learning and social relationships. They will begin to recognize and appreciate differences and similarities between cultures and languages, and they will demonstrate foundational knowledge of and appreciation for Canada's peoples, history, geography, and cultural heritage.

LAL Domain 4: Foundational Strategic Competency

Within the **strategic competency** domain are strands that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. The strands and learning goals within this domain deal not only with compensation and repair strategies, which are important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning goals deal only with the conscious use of strategies. The strategies are grouped under three cluster headings. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from Phase 1 to Phase 2. 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 they are engaged in and on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person or 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 stage learning goals describe the students' knowledge of, and ability to use, general types of strategies. More specific strategies for each general category or type are included in a list of strategies on the following pages. The specific strategies provided in the sample list are not prescriptive but are provided as an illustration of how the general strategies in the specific clusters might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. 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.

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 acquisition, and identify one or more considered to be personally useful. • Demonstrate 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 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 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 nonverbal means to communicate. • Copy what others say or write. • Use words visible in the immediate environment. • Demonstrate awareness of and use 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 a 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 nonverbally (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 key words and concepts in abbreviated form—verbal, graphic, or numeric—to assist with 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 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.