

## Literacy

Literacy is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us. It is embedded in learning experiences across all subject areas and in learning and life outside of school. Literacy is a lifelong endeavour that evolves as we live, learn, work, and grow.

## Foundational Understandings about EAL Learning

### Sections

<b>EAL and LAL Learners</b>	EAL learners encompass a diverse group of students, as outlined in this section. Teachers also need to know if a student is a LAL learner and how to best accommodate their needs within a high school setting.
<b>Progressions of EAL Proficiency</b>	Language learning for high school learners is delineated across five stages in the EAL Framework. This section provides a brief summary of the expectations for student language development within each of the stages.
<b>Domains of EAL Learning</b>	The essential skills, knowledge, strategies, and attitudes that students must develop in order to be proficient in both the English language and cultural competency are organized across four domains in the EAL Framework. This section provides a synopsis of the kinds of learning identified in each domain.

### EAL and LAL Learners

English as an additional language (EAL) refers to English language programming for linguistically diverse learners. This term reflects the additive nature of learning another language. Students whose first or primary language(s) is other than English require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system.

EAL students who may benefit from taking the EAL credits may include the following:

- newcomers to Canada who have age-appropriate schooling and a background language other than English
- newcomers to Canada who speak a variety of English that varies considerably from that used in Canadian schools
- newcomers to Canada who have experienced periods of interrupted schooling, have a background language other than English, and have completed literacy, academics, and language (LAL) courses
- Indigenous students who speak one or more Indigenous languages and have limited English language proficiency
- students who were born or educated in a Tyrolean/German-speaking Hutterite colony and have limited English language proficiency
- students who are Deaf or hard of hearing and whose first language is a signed language and have limited English language proficiency

### Identifying LAL Learners:

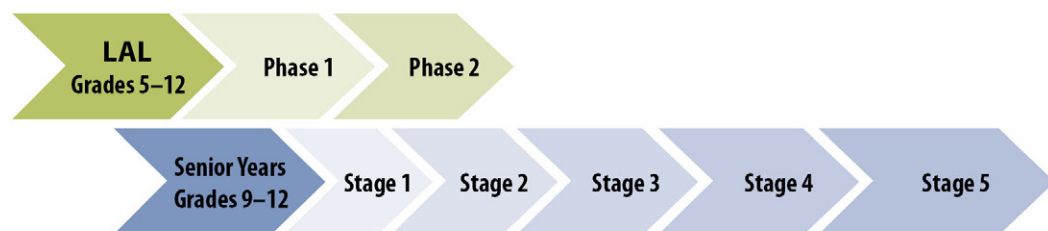
In Manitoba schools, the term *LAL* (literacy, academics, and language) refers to newcomer EAL students in Grades 5 to 12 whose academic learning, including literacy and numeracy in their home language, may be disrupted or far behind the age-level expectations for Manitoba schools. In addition to learning English, these 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.

A more complete description of the LAL learner profile and appropriate programming focus is addressed in the [Middle and Senior Years EAL Framework](#) documents, under the sections LAL Domains of Learning and LAL Phases.

In addition to these EAL literacy courses, LAL literacy courses and [LAL numeracy courses](#) for LAL students that allow students to earn high school credits while learning foundational skills are also available. LAL students should complete the LAL literacy credits before enrolling in EAL literacy courses.

## Progressions of EAL Proficiency

The EAL 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.



This curriculum document addresses the planning for the learning needs of EAL students who are in Stages 1, 2, or 3. A brief description of all five stages appears below. A complete description can be found in the [EAL Framework](#).

### EAL Stage 1

In Stage 1, students are learning to use words, short phrases, and memorized expressions to communicate in structured and familiar contexts. They are beginning to read and produce short, simple texts based on previously taught language, with a focus on learning the vocabulary needed for daily life.

Students will make frequent errors that may impede meaning. Students require extensive support to learn language, including visual aids (gestures, pictures, realia, etc.), repetition, copying, modelling, and using their home language.

### EAL Stage 2

In Stage 2, students are learning to use short phrases and sentences to communicate clearly in routine personal and classroom interactions. They are learning to read simple texts containing several connected ideas, produce comprehensible written sentences, and use some academic language to complete school tasks.

As students explore new English language structures and vocabulary, they will make frequent errors that may impede meaning. Students require comprehensive support to learn language, including visual aids (gestures, pictures, realia, etc.), organizers (sentence frames, note-taking frames, etc.), and using their home language.

*Note: When LAL learners have completed the LAL Literacy Phase 2B credit, they would be considered to be an end EAL Stage 2 or beginning Stage 3 learner for programming purposes.*

### EAL Stage 3

In Stage 3, students are learning to communicate clearly in a variety of familiar and unfamiliar social and classroom contexts that are longer and more complex. They are learning to read and produce texts of several paragraphs that use more complex structures and vocabulary.

As students experiment with more complex language, errors are expected. Students require intentional support to learn language, which may include visual aids (pictures, realia, etc.), organizers (templates, note-taking frames, etc.), and exemplars (text forms, presentations, etc.).

## EAL Stage 4

In Stage 4, students are learning to communicate effectively in social and academic contexts using a variety of appropriate and more complex vocabulary and structures. They are learning to read and produce longer texts that are approaching grade-level expectations.

As students use complex vocabulary and structures, occasional errors are expected but do not interfere with meaning. Students benefit from targeted support to learn specific language skills.

## Stage 5

In Stage 5, students are learning to communicate effectively and with ease in a wide variety of social and academic contexts using complex and sophisticated vocabulary and structures. They are learning to read and produce detailed extended texts that meet grade-level expectations.

Students benefit from targeted support to further develop complex academic language skills. Students may make occasional errors that do not affect meaning.

### *Time, Student Learning, and the EAL Progressions*

While the EAL progressions prescribe no explicit timeframe, students may move through the early stages more quickly than the later stages. For example, students are likely to move through Stage 1 of EAL more quickly than Stage 2. The time taken by an individual student to progress through the EAL Stages will be influenced by many factors:

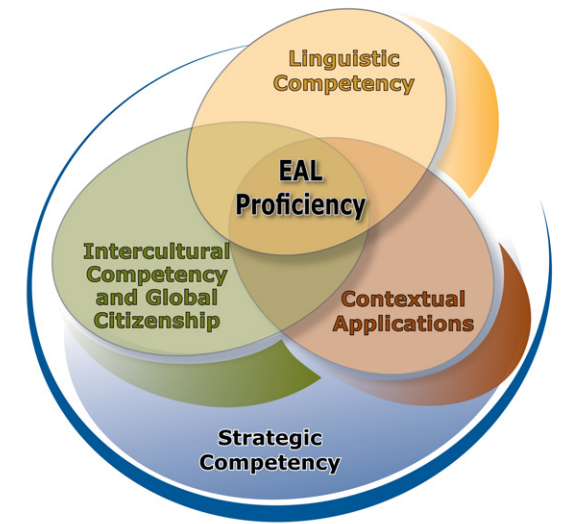
- similarity between home language and English
- extent, intensity, and type of EAL support provided
- support from home
- educational background
- cultural expectations
- literacy in first or dominant language
- learning styles and ability, personality, and motivation
- anxiety, trauma, and health
- socio-cultural distance between the first culture and Canadian culture

## Domains of EAL Learning

Within the EAL Framework, there are four domains of EAL learning that 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. These domains are

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

It is important to recognize that the four domains are interdependent elements and overlap in a comprehensive curricular approach.



### EAL Domain 1: Linguistic Competency

Students will develop knowledge of the English language (including English language sounds and symbols, vocabulary, grammar and mechanics, organization of texts, formal and informal uses of language, etc.) and use that knowledge to interpret and produce meaningful texts and communicate with others (through reading, writing, speaking, and listening).

### EAL Domain 2: Contextual Applications

Students will develop language competency by focusing on meaningful uses of language in different contexts and for a variety of purposes. They use language to meet personal needs, interact with others, transfer prior learning, and acquire new learning in academic and non-academic contexts.

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

Students will develop a positive self-identity as a plurilingual learner in a diverse society, including an awareness and understanding of how culture and cultural patterns affect and help shape themselves, other peoples, and Canadian society. Students learn ways to participate respectfully as global citizens.

### EAL Domain 4: Strategic Competency

Students will develop a personal repertoire of strategies to manage personal, social, and academic language learning demands, to use English, and to learn in English. Students learn these strategies in class where they can apply the new learning immediately and then reflect on its use.

As well as describing key ideas around the four domains, the EAL Framework outlines clusters and strands for each domain. Within each strand, learning expectations are identified for Senior Years stages of language acquisition.

Within this EAL Curriculum Guide, the knowledge, skills, strategies, and attitudes from the domains, clusters, strands, and learning expectations from Stages 1 to 3 have been synthesized to assist teachers in their instructional planning for students in EAL Stages 1, 2, and 3.

# EAL Credits at a glance

The EAL Credits At a Glance page can be used in designing student learning experiences for the 10F, 10M, 20F, 20M, 30F, and 30M credits.

It organizes the knowledge, skills, strategies, and attitudes outlined in the *Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) Senior Years* document into guiding principles, big ideas, and “I can” statements.

The guiding principles are the foundation for decisions about teaching and learning that best meet the needs of high school EAL learners.

The big ideas represent the concepts and guiding questions that students should study within their coursework. The concepts should be interwoven, rather than taught as stand-alone topics. Teachers will choose their emphasis based on the stage of language learning, prior knowledge, and needs of the learners in their classroom.

The “I can” statements are introduced and spiraled throughout the instruction of the big ideas as the basis of both planning and assessment.

Students will earn a credit once they have demonstrated all of the “I can” statements within a stage.

The purpose of this course is for students to gain the knowledge, skills, strategies, and attitudes needed to become proficient in the use of the English language for social and academic purposes and to become interculturally competent citizens.

**As a set of guiding principles, teachers should purposefully create these five conditions:**

- 1) a safe learning environment that fosters student engagement
- 2) respect for plurilingualism and cultural diversity
- 3) authentic and meaningful tasks
- 4) balanced and scaffolded language practice
- 5) academic rigour that bridges to content-area classroom demands

## Big Ideas

### Identity & Culture

Students will deepen their understanding of their evolving identity as plurilingual learners within a new culture.

*Guiding Questions:*

- Who am I, and what has shaped my identity?
- Who do I want to be? (How do our identities change in new environments?)
- How are my home culture and previous life experiences valuable?
- How can I use my strengths as a plurilingual learner to learn English?

### Daily Life

Students will develop the knowledge they need to participate in a meaningful way in daily life at home, at school, and in the community.

*Guiding Questions:*

- What do I need to know to navigate daily life in my community?
- What do I need to know to navigate daily life in my school?
- How can I make choices that lead to well-being and resilience?

### Diversity & Belonging

Students will broaden their understanding of diversity within local and global communities.

*Guiding Questions:*

- Which communities am I a part of?
- Why is diversity important? What are its benefits and challenges?
- What are the rights and responsibilities that I have as a person in Canada?

### Canada’s Land & People

Students will learn how they can participate as active citizens in contemporary Canadian society.

*Guiding Questions:*

- What do I need to know about Canada as a country to understand current events?
- How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

**“I can” statements guide instructional design and assessment**

based on Stages 1, 2, or 3 in the areas of

Listening   Speaking   Reading   Writing   Contextual Applications   Intercultural Competency   Strategic Competency