

Foundational Understandings about English as an Additional Language Learning

Domains of EAL Learning

The essential skills, knowledge, strategies, and attitudes that students must develop in order to be proficient in both the English language and in 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.

Key Components for Planning Instruction and Assessment of EAL Learners

Guiding Principles of Teaching EAL

These guiding principles will shape the day-to-day decisions in the classroom and are the foundation for instruction that will maximize EAL students' learning.

Big Ideas and Guiding Questions

The big ideas and corresponding guiding questions provide the focus for learning experiences that will allow students to develop the skills, knowledge, strategies, and attitudes across all four domains of EAL learning.

"I Can" Statements

The "I Can" Statements Checklist is an assessment tool based on the progressions within the four domains of EAL learning that teachers can use to both plan learning experiences and assess student progress. A simplified version of the "I Can" Statements Checklist is also provided for students to self-assess their language learning progress.

Suggested Learning Experiences and Resources

Teaching Realities in an EAL Classroom

The three teaching realities identified in this section have a significant impact on the choices that teachers make in their instructional planning for an EAL classroom.

Vignettes of EAL Teaching and Learning

The vignettes demonstrate how teachers can design learning experiences that incorporate the guiding principles, big ideas, and "I can" statements.

Suggested Topics, Learning Experiences, and Resources for the Big Ideas

A curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is categorized by the stage of language learning so that teachers can make informed choices based on the credit they are teaching and/or their students' needs.

Placement Considerations and Assessment

Placement Considerations

Since this guide encompasses three credits and language learning can be complex, guidelines are provided for deciding in which credit students should begin and for scheduling time for the credits.

Assessment

This section provides an explanation of how assessment is used to enhance learning within the classroom and how to determine when a student has earned a credit.

Goals for Education

Manitoba Global Competencies

Manitoba global competencies are complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose within a context. There are six global competencies that Manitoba has developed: communication, collaboration, critical thinking, creativity, citizenship, and connection to self.



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

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

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



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

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

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



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

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

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



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

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

Connection to Self is fundamental to knowing oneself, and one's relationship to others and the natural world, as well as to developing hope, resilience, self-respect, and confidence. It is recognizing one's own role in learning, happiness, and well-being.



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

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

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



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

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

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

Indigenous Ways of Life

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

Teachers are encouraged to use local Indigenous teaching resources whenever possible, keeping in mind that Indigenous nations are diverse and each has its own language, history, and customs. Local Elders and Knowledge Keepers are an essential component of the revitalization of Indigenous cultures and languages; therefore, their knowledge should be honoured whenever possible. Teachers are also encouraged to utilize the vast educational resources created by Indigenous artists, writers, and curriculum developers. For more information, see *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework* at www.edu.gov.mb.ca/iee/mamahtawisiwin.html.

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

EAL and LAL Learners	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.
Progressions of EAL Proficiency	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.
Domains of EAL Learning	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