

MANITOBA KINDERGARTEN TO GRADE 12  
CURRICULUM FRAMEWORK FOR  
ENGLISH AS AN ADDITIONAL  
LANGUAGE (EAL) AND  
LITERACY, ACADEMICS,  
AND LANGUAGE (LAL)  
PROGRAMMING

Section 1: Overview

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## SECTION 1: OVERVIEW

### Prologue

*Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* (hereinafter referred to as the EAL/LAL Framework) has been informed by recent research initiatives and documents related to English as an additional language\* (EAL), bilingual education, and international languages. In the last two decades, research in language learning has drawn from a variety of fields, ranging from brain research to cognitive psychology to gender studies to linguistics. This has resulted in an increasingly sophisticated understanding and has generated numerous insights into language learning.

A number of jurisdictions in the English-speaking world (i.e., Canada, Australia, the United States, and the United Kingdom) have developed EAL and second language curriculum frameworks, standards, indicators, or benchmarks to enhance programming and the assessment of learners. The development of this document was significantly influenced by these initiatives, and in particular the following:

- Victoria Board of Studies. *ESL Companion to the English CSF* (2000) and related support documents.
- Centre for Canadian Benchmarks. *The Canadian Language Benchmarks 2000: English as a Second Language for Adults* and *The Canadian Language Benchmarks 2000: ESL for Literacy Learners*, and related documents
- McKay, Penny. *ESL Development: Language and Literacy in Schools Project*, Vol. 1. National Languages and Literacy Institute of Australia, 1994.
- McKay, Penny, and Angela Scarino. *ESL Framework of Stages: An Approach to ESL Learning in Schools K–12*. Curriculum Corporation, 1991.
- Curriculum Corporation. *ESL Scales*. Curriculum Corporation. 1994.
- British Columbia Ministry of Education. *ESL Standards*, 2001.
- Teachers of English to Speakers of Other Languages. *TESOL Standards, For Pre K–12*, 1997.
- Alberta Education. *English as a Second Language, Program of Studies*, 1997.
- Ontario Ministry of Education. *The Ontario Curriculum, Grades 9–12: English As a Second Language and English Literacy Development*, 1999.
- Calgary Board of Education. *ESL Benchmarks*.

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\* In this document, English as an additional language (EAL) is used to describe learners and programming that in other jurisdictions may be referred to as English as a second language (ESL), English for speakers of other languages (ESOL), English language learners (ELL), non-English speakers (NES), and limited English proficiency (LEP).

## A Note on Terminology

Several new terms are used in this document, including the following:

- **English as an additional language learners:** Manitoba Education and Manitoba Labour and Immigration have recently adopted the term *English as an additional language* (EAL), which will be used throughout this document to refer to English language programming for linguistically diverse learners in both K-12 and adult education. This revised term better 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 school experience and therefore their literacy skills and school-based knowledge are well below an age-appropriate level. See Section 1.13 for a more complete description of LAL learners.
- **The EAL/LAL Acquisition Continuum** is a description of growth in various domains of EAL/LAL learning from beginning to near age-appropriate proficiency.
- For purposes of this document, the acronyms **EY** for **Early Years**, **MY** for **Middle Years**, and **SY** for **Senior Years** have been used to differentiate the EAL and LAL acquisition continuum 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 something being constructed. It includes the assumptions, concepts, principles, and practices that constitute a way of viewing EAL learners.
- **Curriculum** is used in a broad sense, including the totality of what students experience from school. This includes formal learning and planned “extracurricular” experiences, learning in groups, and learning as individuals, inside and outside the school (Kelly).

Note: Terms that appear in bold throughout this document are defined in the glossary that has been included at the end.

## 1.1 PURPOSE AND FOCUS

### 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 another language is used. Classroom and EAL teachers are jointly responsible for assisting students in becoming fluent in English. EAL programming focus 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.

### Rationale

Learning and communicating in Canadian society requires competence in either English or French. Communication skills and literacy in English and/or French give students access to more choices in learning areas, as well as expanded possibilities for contributing to school culture and post-secondary opportunities in the workforce and in advanced education. Students are also better prepared to contribute to society by being able to advocate for themselves and others in personal, social, political, and legal fields. Canadian society is enhanced by EAL students having access to EAL programs that enable them to develop an understanding of Canadian society, citizenship, and Canada's position on the global stage. Schools, therefore, have a responsibility to provide EAL programs to students who require English language teaching.

### Purpose

The EAL/LAL Framework provides information and tools that will assist in the development of EAL programming, instruction, and the assessment of EAL learners.

### Audience

The target audience for this document includes

- EAL specialist teachers in K-12 schools

- Resource teachers who work with EAL students
- Teachers who have EAL students in their classes
- Principals of schools with EAL learners
- Curriculum and student services coordinators
- School superintendents and directors of education

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## 1.2 COMPONENTS OF THE 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 EAL/LAL acquisition (Sections 4 and 6).

The EAL/LAL Acquisition Continuum is 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 acquisition demonstrated by students as they progress through the stages of EAL/LAL acquisition

This continuum, 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.

6. 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.

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

The English language arts (ELA) curriculum outcomes 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 Framework provides a map for EAL learning. As their English language proficiency develops, EAL learners will increasingly be able to tackle the outcomes 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 outcomes (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 Framework should be seen as a companion/supplement to the Manitoba ELA frameworks, as well as curriculum frameworks for other subject areas.

## Structure of the EAL/LAL Curriculum Framework

This document provides teachers with

- a framework for describing stages of EAL development as students move towards the age- and grade-level-appropriate learning outcomes expressed in the ELA curriculum frameworks and curriculum frameworks for other subject areas
- student learning outcomes at different stages of EAL development



- a curriculum focus at each of the stages of EAL development
- a tool for assessing the progress of EAL learners
- a framework to assist in reporting progress to parents and other teachers

## Stages of EAL Learning

The EAL/LAL Framework is organized into 12 sections—one for each stage of EAL learning. 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 curriculum accommodates this 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 curriculum.)
- 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.

## Phases of Middle and Senior Years LAL Learning

In addition, the EAL/LAL Acquisition Continuum provides two separate phases of learning for Middle and Senior Years students who have significantly interrupted, limited, or no school experience (often due to war, refugee experience, or social conditions) and need to develop literacy, foundational academic preparation, and EAL proficiency. They will have limited or possibly no literacy skills in any language. This document refers to these students as LAL learners (Literacy, Academics, and Language).

Middle and Senior Years students who come with limited or no prior schooling will progress more slowly in learning to read and write English than their literate age-peers, as they have few literacy skills and academic experiences to draw on. Thus, language learning and programming is a more complex and challenging process for these learners because they also need to develop foundational academic knowledge and skills, such as numeracy, science, and academic learning strategies. When considering the progress of LAL learners, teachers must always take into account the student's language and literacy learning background and any initial levels of literacy in the first language. However, because LAL learners often come from a background that relies on oral communication, they may learn spoken English at the same rate as their literate EAL peers. After completion of LAL Phases 1-2, students typically will be able to work, with continued literacy support, in EAL Stages 2 or even 3.

The EAL/LAL Acquisition Continuum can be used to

- describe a student's EAL/LAL acquisition at a set point in time
- provide a focus for strategic EAL instruction appropriate for the student's individual stage of language acquisition
- guide planning and instruction for EAL learners and language learning within content-area classrooms

## Using the Stages to Assess EAL Development

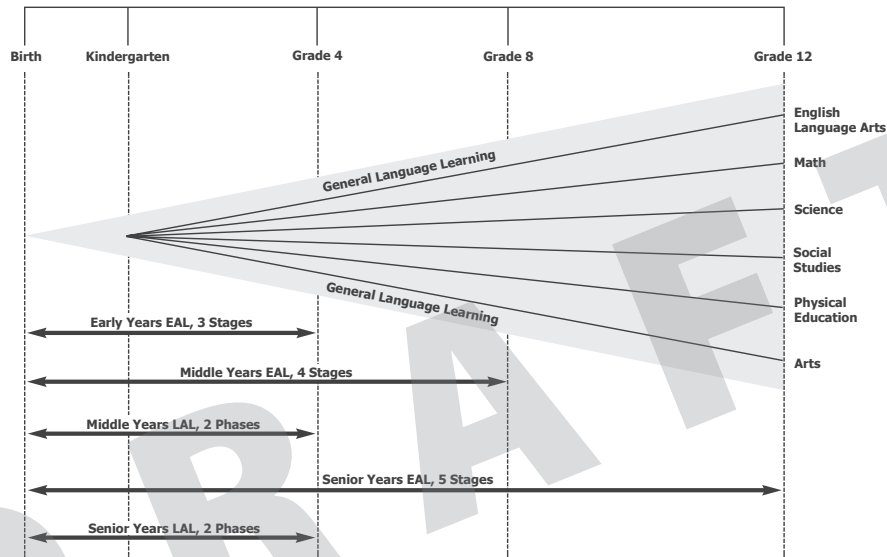
All phases and stages work within the four common domains of learning, with learning goals and sample descriptors/indicators of progress providing a type of language acquisition continuum. Each domain also contains clusters of individual strands to describe the complex and multi-faceted nature of EAL learning in a school setting. The continuum can thus guide the assessment and monitoring of the EAL development of individual learners.

Charts 1 and 2 on the following pages provide a visual representation of the stages and their relationship to the ELA curriculum and other subject-area learning. Language demands deepen and broaden for all students, moving from an initial personal focus in the earliest years to include subject-area learning as they progress through the grades. Chart 1 is premised on the concept that students need to develop the same basic language skills (a process that a native English-speaking child would begin in infancy) regardless of the age of entry. Learners at EAL Stage 1 at all grade levels need

to develop basic personal language before moving on to more complex and broader stages. Learners at LAL Phase 1 need basic social language skills, but with the additional literacy, numeracy, and academic foundations that literate EAL learners have already acquired in their earlier education. Therefore, LAL Phases 1 and 2 are illustrated as parallel to, not prerequisite to, MY and SY EAL Stages 1 and 2.

Chart 1

**EAL & LAL STAGES/PHASES AND THEIR RELATIONSHIP TO THE K-12 ENGLISH PROGRAM**



## Pathways of Development

The EAL & LAL Stage/Phase Chart also provides an indication of the likely pathways of development. Ideally, Middle Years students who are literate in their first language will progress through Stages MY 1, 2, 3, and 4 as they develop increasing competence in communicating in English and an ability to function in increasingly complex learning situations and activities. As older students move to secondary school, they are likely to fit into an equivalent SY stage on the EAL/LAL Continuum. For example, a student at Stage MY 1 who moves to a secondary school would likely be working at Stages SY 1 or SY 2. Students will progress at different rates through the stages or phases outlined in the EAL/LAL Continuum, depending on factors such as

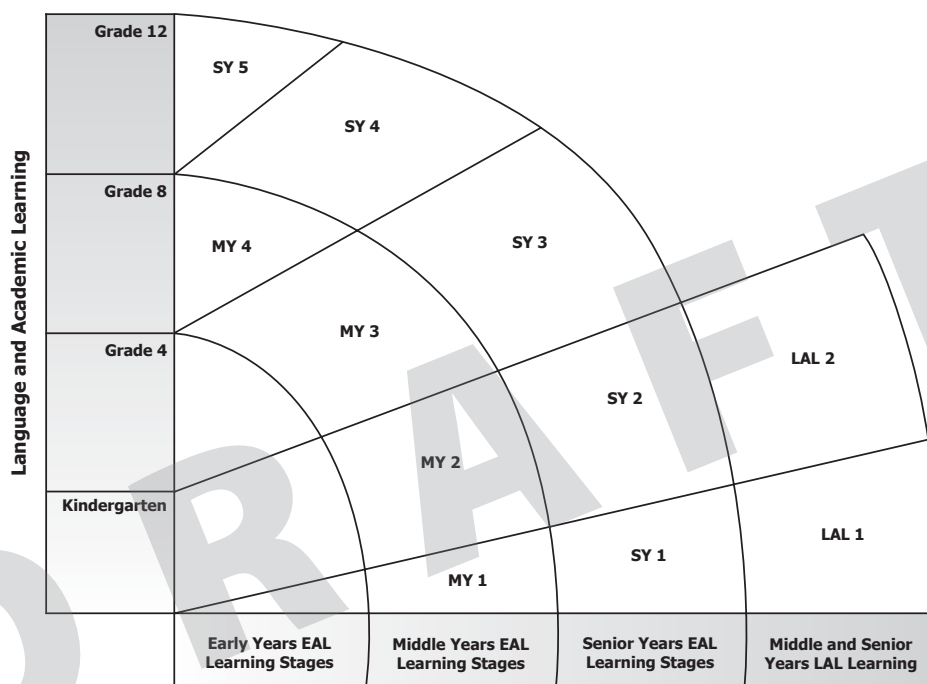
- educational background
- personal characteristics, learning styles, and ability
- the nature of the EAL program supporting them
- confidence and motivation
- prior learning experiences
- linguistic distance between the first language and English
- socio-cultural distance between the first culture and Canadian culture
- extent of support from home and the community

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## Relationship between the EAL/LAL Curriculum Framework and the English Curriculum Frameworks for Various Subject Areas

The EAL stages and LAL phases described in the EAL/LAL Framework, and the way in which the EAL/LAL Acquisition Continuum relates to the English language arts curriculum framework and other subject areas, are shown in Chart 2.

Chart 2 EAL & LAL STAGES/PHASES



The EAL/LAL Acquisition Continuum provides a common assessment and curriculum base for the development of teacher support materials, supplementary materials, and EAL program development in schools. As students move beyond the initial stages/phases of the EAL/LAL Framework, the outcomes of the ELA framework are likely to become more appropriate in describing their language learning. However, the strategies and learning outcomes in the EAL/LAL Framework will continue to be relevant in the development of programs for these students as their English-language learning progresses. The EAL/LAL Continuum does not map individual student pathways, so it is not possible to determine exactly when it will be appropriate for particular students. However, by using the planning guides in this document (Section 7), teachers will be able to consider the balance between the Continuum and content-area outcomes, and determine the appropriate teaching, learning, and assessment strategies, tasks, and learning resources for each student's particular EAL stage.

Students will likely display characteristics of different stages within different domains and language skill areas of EAL/LAL learning. They do not learn at uniform rates, and their progress in reading and viewing, writing and representing, speaking and

representing, and listening and viewing may not be synchronous across the stages. No assumptions can be made about the time it will take for students to progress through the stages of the EAL/LAL Continuum, but students are likely to move more quickly through the beginning stages than through the later stages. Although students may have met the learning goals for a particular stage for several different strands, they may also be working on goals from earlier or later stages for other strands. The stage goals for each strand provide the necessary scaffolding for students to meet the goals of the next stage. Therefore, it is inappropriate to set learning goals for which students do not have the necessary scaffolding.

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## 1.3 THE CONTEXT OF EAL AND LAL PROGRAMMING IN MANITOBA SCHOOLS

EAL and LAL Learners in Manitoba Schools		
Aboriginal students who come to school speaking one or more Aboriginal languages	<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 interactions with people in their community who do not speak an Aboriginal language</li> <li>have had periods of interrupted schooling or irregular attendance</li> </ul>	Aboriginal students fluent in Aboriginal languages will typically enter the Manitoba school system in K-1
Aboriginal students who come to school speaking a dialect of English that has been strongly influenced by one or more Aboriginal languages	<p>These learners may</p> <ul style="list-style-type: none"> <li>live in a community or home where English is generally used in everyday communication</li> <li>have developed good oral skills in Aboriginal English</li> <li>have limited experience with literacy in their first language</li> <li>not recognize the distinctions between Aboriginal English and the varieties of English used in Manitoba schools (i.e., demonstrate characteristics of Standard English as an Additional Dialect speakers)</li> <li>have had periods of interrupted schooling or irregular attendance</li> </ul>	Aboriginal students fluent in Aboriginal English will typically enter the Manitoba school system in K or 1
Newcomers to Canada who have a language background other than English and have age-appropriate schooling	<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., writing), but need assistance with other skills (e.g., oral)</li> <li>experience cultural adjustment that affects personal, social, and academic integration</li> </ul>	Newcomer students will typically enter the Manitoba school system throughout K-12
Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling	<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 or irregular attendance</li> <li>have had no previous schooling</li> </ul>	Newcomer students will typically enter the Manitoba school system throughout K-12

## EAL and LAL Learners in Manitoba Schools

<p>Students who are beginning school or have had some or all of their schooling in Canada, and whose home background includes at least one language other than English, and who have limited English proficiency</p>	<p>These learners may have</p> <ul style="list-style-type: none"> <li>■ 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>■ fluent everyday conversational skills in English but difficulty with academic language</li> <li>■ 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 will typically enter the Manitoba school system in K to 1</p>
<p>Students who speak Standard English as an Additional Dialect (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 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 will typically enter the Manitoba school system throughout K-12</p>
<p>Students who are born and educated in Tyrolean-/German-speaking Hutterite colonies</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 will typically enter the Manitoba school system in K-1</p>
<p>Students who are Deaf or hard of hearing, 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 general classroom, cluster program, or the Manitoba School for the Deaf</li> </ul>	<p>Students with a signed language as their first language will enter the Manitoba school system throughout K-12</p>



## Diversity in EAL Populations

The K-12 EAL/LAL Framework recognizes that EAL programming occurs in a variety of settings in Manitoba. The entire population of one school may speak the same home language or dialect and begin learning English as the additional language of instruction at the same time; the EAL learners in another school may speak 20 or more home languages from distinctly different language groups and arrive throughout the year at varying stages of English language development. The children in some schools are born in Canada but raised in a non-English-speaking cultural milieu, while many other students have arrived recently and must adjust to a new culture or to life in a multicultural setting. One school in a division may have only a few or no EAL learners, but another may serve a significant population. Depending on the size of the school or division and the distribution of the students, the same number of EAL students in different schools or divisions can have a different impact on the school and on programming models. Regardless of the setting, schools need to help their EAL learners achieve the same EAL learning goals that are described in the EAL Acquisition Continuum.

The acquisition of English to help EAL learners meet academic and personal goals is intended to enhance their linguistic repertoire rather than replace or diminish the value of other languages.

For students who have had significant gaps in their schooling, appropriate programming will also include foundational academic and literacy development. The term *Literacy, Academics, and Language (LAL)* has been adopted to refer to the needs of this group (see Section 1.10 for additional information).

## 1.4 ABORIGINAL LEARNERS OF EAL OR STANDARD ENGLISH AS AN ADDITIONAL DIALECT (SEAD)

Aboriginal learners in Manitoba come from different linguistic backgrounds and may have varying degrees of fluency in a number of different languages. Recognition of this diversity is an important step in developing and providing effective educational programs for these learners. Aboriginal languages are an important and vital aspect of Aboriginal peoples and their cultures. The survival and continuation of Aboriginal languages is of critical importance to Aboriginal peoples.

Some linguistic characteristics of Aboriginal peoples:

- Aboriginal peoples historically spoke many indigenous languages that reflected their distinctive cultures, histories, and identities. The 2006 Census recorded over 60 distinctive Aboriginal languages still spoken in Canada, representing 10 major language families (Statistics Canada). Seven languages are spoken by Aboriginal peoples in Manitoba.
- Language loss has been significant. Although over 1,100,000 people in Canada identified themselves as having an Aboriginal identity in 2006, only 25 percent said an Aboriginal language was their mother tongue. Only 21 percent of First Nations children aged 14 and under and 24 percent of youth aged 15 to 24 could carry on a conversation in their ancestral language (Statistics Canada).

Census figures indicate that many people who identify themselves as Aboriginal report English as their mother tongue. In Manitoba, in 2006, approximately 75 percent of Aboriginal peoples indicated English was their mother tongue, with 20 percent reporting an Aboriginal language and approximately 5 percent reporting French as their mother tongue. Nevertheless, it is clear that a significant number of Aboriginal students will enter school with English as an additional language, and that their educational success may depend on their opportunity to receive appropriate language instruction and support.

Furthermore, a number of educators and researchers believe that some Aboriginal English speakers actually speak dialects of English that incorporate elements of Aboriginal languages and are influenced by Aboriginal cultures. Often referred to in the literature as Standard English as a Second Dialect (SESD), this document will henceforth use the term Standard English as an Additional Dialect (SEAD) in recognition of the goal of using an additive approach to English language programming in Manitoba.

In British Columbia, Saskatchewan, and Ontario, learners of such backgrounds are considered to be part of the EAL population or are deemed to benefit from additional language programming and teaching approaches. Others feel that the needs of SEAD speakers differ from EAL learners and that specialized programming approaches are needed.

Aboriginal educators, community groups, and policy-makers in Manitoba are reflecting on current practices used with Aboriginal learners of languages, exploring alternatives and new possibilities, and clarifying the implications for schools and communities to determine the most effective programming approaches for Aboriginal learners with different linguistic characteristics.

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## 1.5 GOALS AND PRINCIPLES OF EAL AND LAL EDUCATION

Important goals of the Manitoba school system include supporting the intellectual, linguistic, and social development of students in order to enhance their personal, career, and life choices. These goals apply equally to LAL learners. Enabling students to achieve these goals is a collective responsibility shared by schools, families, and the community. To help EAL learners realize these goals, Manitoba's education system needs to provide services and programming to ensure that the school system is equitable, 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
- assist learners in successfully integrating into and contributing to the classroom and school community
- enable learners to benefit from school programming and to achieve the learning outcomes identified in the provincial curriculum
- enhance choices and opportunities for learners to access and benefit from adult and post-secondary learning experiences (Support for EAL learners requires attention to language development and proficiency, intellectual, social, and emotional development, and citizenship education. Such support is maximized in a school environment that values diversity, bridges cultures, and works to eliminate racism.)

The following reflects Manitoba Education's principles regarding the needs of EAL learners:

- English language proficiency and knowledge of Canadian culture are fundamental to the success of all learners, both in the school system and in society.
- There are educational, social, and economic benefits to maintaining a learner's first language(s).<sup>\*</sup> The educational system, therefore, should respect and value an individual's first language(s) and culture, and recognize the importance of the continued use of the first language(s).
- Learning is enhanced by the judicious use of two or more languages.
- To facilitate learning, learners should see their history, literature, and cultural experiences reflected in their school, the classroom, and in the curriculum.

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\* Consistent with Manitoba Education's policy, many learners may be eligible to receive credit toward meeting graduation requirements by demonstrating linguistic competence through the Special Language Credit Option.

- Learners require competence in both social and academic communication to participate fully in educational settings. Academic communicative competence is more difficult to acquire and takes more time than acquiring basic interpersonal communication skills.
- Equity of access to services, facilities, and resources should be provided for EAL learners.
- EAL learners who also have exceptional learning needs may require additional services.
- Parents/guardians play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an EAL learner's education. Parents are encouraged to participate actively in the learning process.
- Fundamental principles in reporting to parents apply to parents of EAL learners as well. Effective reporting should recognize language and cultural differences, and in some cases will require a different report and multilingual documents and services.
- EAL services should reflect current knowledge with regard to educational research and effective practices.

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## 1.6 EAL AND LAL PROGRAMMING IN FRENCH IMMERSION AND FRANÇAIS PROGRAMS

As English and French are the two official languages of instruction in Manitoba, students in Manitoba may attend French Immersion or Français programs. French immersion programs are intended for students for whom French is a second or additional language, while Français programs are intended for learners from French first-language backgrounds or families of Francophone origins who wish to re-establish French as a primary or home language.

Increasingly, learners in French Immersion and Français programs reflect a diversity of linguistic origins and experiences related to languages of instruction. This is the result of several factors:

- As Canada's and Manitoba's peoples are from diverse linguistic origins, many young children have languages other than English or French as their first or dominant home language.
- Newcomers to Canada and Manitoba are also linguistically diverse and many of the school-aged children come from countries or educational systems where neither English nor French are languages of instruction in the school system or their homes.
- Increasingly, Manitoba receives newcomers from Francophone countries or from regions where French is the sole or one of the languages of the home and/or the workplace and school system.
- Individuals from Francophone backgrounds are also an increasing component of newcomers from refugee origins. As a result, both newcomer Anglophone and Francophone learners may have had limited or significant interruptions in their schooling. Although Francophones with significantly disrupted learning may speak French as their home or dominant language, they may have limited literacy in French or in any other language, as well as considerable academic gaps. This has a significant impact on both their English and French language development.
- Parents and children, whether recent newcomers or Canadian-born, often value multilingualism and, as a result, choose to enroll in French Immersion or Français programs. Similarly, newcomers from Francophone origins see Français or French Immersion programs as an opportunity to maintain the French language while adding English to their linguistic repertoire.

As a result, students entering French Immersion and Français programs may have limited exposure or instruction in English, and newcomers in such programs from Francophone origins may have limited literacy or significant academic gaps. In the sections that follow, we will provide some direction concerning the application of the EAL/LAL Framework in French Immersion and Français programs.

The model of French Immersion programming is based on French as the language of instruction from K-12 with ELA being taught as a subject area from Grades 1-12.

Although schools attempt to fully implement this model, in some cases, schools may use English as a language of instruction for some subjects, depending on available resources. (Manitoba Education recommends that English be used for instruction no more than 50 percent of the instructional day in Grades 7–12.) In the Français Program, ELA is taught as a subject, while French is the language of communication and instruction in all other subject areas. As well, while some schools in the Division Scolaire Franco-Manitobaine choose to begin teaching ELA in Grade 3, it is only compulsory beginning in Grade 4. English is not used as a means of learning in all subject areas unless individual subject areas are integrated into the ELA class.

The goals for EAL students in the French immersion and Français programs are the same as in the English program, but they take a different learning pathway to achieve these goals. As students are developing English language skills at a different time than their peers, they need appropriate EAL programming that provides for explicit English language teaching and time, support, and exposure to English before the ELA curriculum is suitable. Français and French immersion students also need to understand and express their understanding using English in areas of general knowledge; therefore, it is important that teaching programs are supportive of the needs of students still learning English, and that assessment of their achievement take into account their development as learners of English. The EAL/LAL Framework will help teachers in all grades to understand individual students' EAL learning pathways within the context of a French Immersion or Français school setting. Furthermore, it will help teachers to establish appropriate EAL learning goals for individual students to ensure they will meet general and content-area learning needs in English.

- The EAL/LAL Framework should be seen as a companion/supplement to the Manitoba ELA curriculum framework in the French Immersion and Français programs.

## 1.7 WELCOMING NEW STUDENTS: RECEPTION, ORIENTATION AND INITIAL ASSESSMENT, PLACEMENT, AND MONITORING

It is important for school divisions and schools to have appropriate policies, protocols, and procedures in place to support and welcome learners to their new school community and culture, and to guide a sensitive, manageable, and ultimately successful integration process. In addition to setting up procedures for the reception, orientation, identification, assessment, and placement of learners and for monitoring their progress, schools will need to find ways to establish and maintain effective communication with EAL learners and their parents/guardians, and to promote an inclusive and supportive school environment. Schools must also consider the needs of learners who arrive during the school year, and make special provisions to ensure their effective inclusion into classes that are already in progress.

### The First Days: Reception and Orientation

Schools need to establish regular procedures for receiving new learners and assessing their educational and linguistic backgrounds and needs. Reception and orientation procedures that provide a welcoming atmosphere and support new learners and their families are an essential part of the successful integration process. A useful approach during the initial reception phase is to designate school or divisional personnel who collect background information about the learner to assist in initial assessment and placement decisions and to take the first steps in establishing open and positive communication with the home. The assistance of an interpreter may be required to ensure successful communication. Because students and their families may be anxious or unfamiliar with North American school culture and English interaction patterns, there needs to be a protocol for establishing a comfortable environment for their reception and initial assessment, including the first contact with the school. Even office staff who usually answer the phone and greet visitors can be prepared to welcome newcomer students and families.

School divisions and schools may decide to establish a team responsible for receiving EAL learners and their families and facilitating their transition into the school community. Depending on individual school circumstances, the team may consist of administrators, teachers, and support staff. A designated member of the team, preferably someone who has expertise in communicating with culturally and linguistically diverse families, collects initial background information about the learner. This should include personal history, circumstances of immigration, previous educational experience, education plans, and career aspirations. This process should also include the review of any educational documents that the learner may bring or may be able to access. If documents are not accessible, information should be gathered about previous schooling from the learner and/or the parents/guardians, including details of the number of years



of schooling completed and any significant interruptions in the learner's education (e.g., in the case of students from refugee backgrounds).

A member of the team should be responsible for providing essential orientation information to the learner and family. It is helpful to have this information available in printed form so that newcomers are not overwhelmed by the need to assimilate a great deal of information all at once. It is also helpful to provide this information in the learner's first language. Allow ample time for the reception interview to allow students and parents to feel comfortable and to begin building a trusting relationship.

Schools can begin the process of assisting newcomer families and students in feeling welcome and valued by

- providing a comfortable and private space for reception
- posting multilingual signs and directions
- providing student ambassadors or "buddies"
- learning to pronounce student names
- linking parents with a community settlement worker
- providing a "starter kit" with initial school supplies

Orientation information may include the following:

- Basic information about the school community and the structure of the school day and year
- The names (and possibly photographs) of the principal, the classroom/subject-area teachers, and the EAL teacher, where available
- The telephone numbers of the school, of relevant community organizations, and of bilingual contact persons and interpreter services
- A description of support services available from the school division
- A description of important school norms and rules, such as those outlined in the code of conduct (including the dress code), and information about lunch times and facilities, bus schedules, and emergency procedures
- A description of the Manitoba school system
- Information about the roles and responsibilities of parents in Manitoba schools

The classroom teacher, the EAL teacher, or a designated person should introduce the new learner to classroom learning partners or learner guides, including, if possible, some who speak the newcomer's language and who will help orient the learner to the school and its routine. Some of the things that students need to know include the following:

- Location of the washroom for their gender
- How to find the places they need to go to in the school
- Time allotted for various activities such as recess, lunch, or class change

- How to find their way to their class or to another location where they can go if they are lost or feeling unsure (a card with a room number and name can be helpful)
- The names of a few key adults and students
- The location of siblings' classrooms
- How to open and close their lockers
- School expectations about absences, lates, notes, dress code, and behaviour
- Lunch and breaks—location, procedures
- Getting home—bus, walking route, location of a phone
- School supplies

## Initial Identification and Assessment

The purpose of the initial assessment is to gather critical and detailed information about each learner's educational background and experiences and level of proficiency in English and/or the first or dominant language in order to determine appropriate programming needs. Ideally, initial assessment information should be gathered formally and informally over a period of one to two weeks through a variety of social interactions and learning experiences. The assistance of interpreters or translators and the use of dual language materials will be helpful, where those services and resources are available. This information is important for determining the level of support the learner will require while learning English. (See Section 7.4: Assessment: Guidelines for Reception, Initial Assessment, Placement, and Monitoring.)

## Appropriate Placement

Early and Middle Years EAL learners should generally be placed in the grade that is appropriate for their age, rather than in a lower grade based on their level of academic functioning. (See Section 7.4: Appropriate Placement.) Students' academic and social development are enhanced in an environment where they are able to engage in the learning process with their peers. Information gathered from student records, from parents/guardians, and through the initial assessment will help identify what type of EAL programming would be most appropriate for the learner. Rates of English language acquisition vary from student to student and a flexible approach to programming is needed. Student-specific planning with written documentation is an important tool for developing and maintaining an effective educational program for students who are learning English. (See Section 7.5: Student-Specific Planning for EAL Learners.)

## Monitoring

Each student's academic progress and social integration should be monitored by the classroom teacher and, where available, the EAL teacher to ensure that the student's EAL

programming continues to be appropriate. While the initial assessment may provide sufficient information for initial programming, it is important to assess each student's progress on an ongoing basis. When assessment and monitoring of a student's progress indicate the student may be functioning at a level several grades behind her or his peers, teachers should try to obtain more information about the student's educational background, including any experiences of disrupted schooling or limited access to schooling in the country of origin. With focused literacy instruction, the student can probably make steady gains toward catching up with peers. Even so, some EAL learners—about the same proportion as learners in the general school population—may have learning difficulties that are not related to a lack of knowledge of English or to gaps in their schooling.

The student's progress should continue to be monitored until he or she has demonstrated a level of proficiency in English skills similar to that of English-speaking peers. This does not preclude the student receiving EAL services in the future should the need arise. In some cases, a student may appear to be working independently within the provincial curriculum within two or three years, but may need some additional support with increased academic language demands in later grades.

## School Considerations

Schools have cultures—models of thinking and acting that are accepted by the participants to one degree or another as the normal way of going about the daily business of schooling (Trumbull & Pacheco). Students and teachers also bring their own cultural values and beliefs into the school setting. Although we understand that culture is learned, much of it is implicit and taken for granted until individuals appear to vary from the dominant model. New students will add to the diversity of values, beliefs, and lifestyles within the school community, and this is particularly so when the student is from a language background other than English. In addition, EAL learners' previous experiences of school culture may be very different from those they encounter in Canada. At times, these students—especially those from cultures that are very different from the predominant one—are viewed from a deficit perspective—that is, they need “fixing.” However, when the school positively recognizes, acknowledges, and responds to this diversity, the student's school experience will be enhanced. Such awareness enables the school to help students and their families integrate, and helps families function successfully within the new values and practices they may encounter. The school may also need to consider changes to school practices in order to respond to student needs.

Inclusion can often be accomplished more naturally in elementary school programs, but in high schools older students may be easily lost in the crowd due to separate classes, the students' workload, and more formal organization of extracurricular activities. Special attention should be paid to helping older newcomer students make connections with staff and peers, and to finding their areas of interest.

## 1.8 FAMILY INVOLVEMENT

A growing body of research evidence suggests that learners enjoy important benefits when their families actively support their education. This may take the form of encouragement, assistance with direct instruction, or reinforcement of school learning at home, as well as maintaining good communication and positive interactions with the school (Antunez; Epstein). School divisions and schools are increasingly involved in developing and implementing strategies and models at all grade levels for parental or family involvement or for school-community partnerships. However, schools often struggle to build the close ties they would like to have with newcomer and EAL students and families.

While the term *parental involvement* is used in this document, it is important to note the importance of the extended family in many cultural groups. For example, some students from war-affected backgrounds may be living with relatives or guardians. Other children may have been adopted by Canadian families, more familiar with Canadian models of parental involvement but who may have unique concerns and interests.

While parents of EAL learners may face some barriers in communicating and interacting with teachers and participating in some activities, even parents with limited English language skills and limited schooling can play an important role in supporting their children's learning. Adger and Locke provide an overview of 31 school-community partnerships that were successful in improving student achievement and in providing other benefits.

Although many parents initially may not have sufficient English language proficiency to engage in many of the typical parental involvement activities that occur in an English-only school program, they may be very successfully supporting their children's learning in various ways at home. It is important that parents have a good understanding of the educational program and their children's development. Generally, parents care deeply about their children's education, but they may not know how to help their children with language learning and academic tasks at home and they may be fearful of hindering rather than assisting in their child's development. Therefore, it is critical that schools have appropriate communication strategies and resources to establish and maintain contact with parents. Schools may provide parent-focused workshops or other forms of assistance that provide help with materials, as well as learning/teaching strategies that complement the learning that takes place in school. In addition, parents of EAL students, like all parents, need to be kept informed of their child's development, educational program, and school activities.

Beliefs about how parents should support their children's education are grounded in cultural perspectives and influenced by the historical relationships of schooling with family, faith institutions, and the state. However, the varying conceptions are only beginning to be addressed in the research into promising practices for family involvement. People within a society tend to assume that the ideas they hold are conceptually universal, and schools and families may not be aware that they hold

different expectations about the other's responsibility (Hiatt-Michael). Newcomer parents may have experienced school systems quite different from Manitoba's in organization and educational methods.

For some families, the roles promoted in Manitoba schools are new and sometimes culturally unfamiliar. Often the parents' educational role in their country of origin depended on the family's socio-economic background (e.g., Sui Chu Ho; Pradhan; Hiatt-Michael). In some cultures, families understand their role as transmitting values and ensuring that children are physically prepared for school, and they assume that the school will be responsible for the educational activities. Teachers in Canada often encourage parents to take a more active role in their children's learning, including home reading and participating in school-site activities. The promotion of such an active home-school relationship may be interpreted by some parents as interfering with the work of the professional educators. On the other hand, families from some backgrounds may expect the school to share broader responsibility for the child's total development, including discipline for behaviour outside of school. Some parents may feel they cannot help their children with their schoolwork, while others will set high academic targets, hire tutors, and even help complete homework (Pradhan).

Complicating the formation of school-family relationships is the fact that school personnel are often tightly bound to schedules and appointments. However, many families appreciate more informal interactions and personal relationships with school staff, and some may welcome, or even expect, home visits. Schools should consider parents' prior experiences, needs, and practices, as well as the needs and common practices of the school when developing divisional or school models and strategies for encouraging parental involvement. Developing an effective model may require changes in both school practices and parental practices.

Joyce Epstein, Director of the Center of School, Family and Community Partnerships at Johns Hopkins University, identifies six categories of parental involvement. These six categories are not specific to parents of EAL learners but can be applied with some adaptations (Epstein and Salinas 13).

- *Parenting*: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
- *Communicating*: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
- *Volunteering*: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
- *Learning at home*: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

- *Decision making:* Include families as participants in school decisions, governance, and advocacy through parent councils, school committees, and other parent organizations.
- *Collaborating with the community:* Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Each of these types of parental involvement can be supported and enhanced by schools and community organizations. However, schools will need to be creative and possibly change existing practices to enable parents of EAL learners to participate in all of these categories of parental involvement. Each of these types of parental involvement can be supported and enhanced by schools and community organizations (Trumbull).

## Recognizing Barriers to Parental Involvement

The first step toward overcoming these barriers and building school-home partnerships is to understand why parents of EAL students may be reluctant to become involved. Beth Antunez (55–56) provides a summary of some of the barriers, including:

*Language skills:* Parents who cannot understand the school’s language find school interactions to be difficult, and as a result they often do not take part.

- *Home-school partnerships:* In some cultures, there is no tradition of parents teaming with the school on educational matters. Teachers are respected as trained professionals and parental intervention is viewed as interference.
- *Work interference:* Immigrant parents often cite work or study schedules as the main reason they are not able to attend school activities or help their children with homework.
- *Knowledge of the school system:* Parents may misunderstand or mistrust the intentions of the school when all communication is sent home in English and meetings are scheduled at times parents are unable to attend. Schools may misperceive the lack of involvement of parents as a lack of concern for the children’s education.
- *Self-confidence:* Many parents of EAL learners, especially those with limited formal education, may not feel that they have much to contribute to their children’s education in a new language and school system.
- *Past experiences:* In some cases, parents may have had a negative experience with their own schooling. They may have experienced racial or linguistic discrimination, or they may have been forced to attend a residential school. This could colour their attitudes towards the schools of their children. When schools communicate mainly to inform parents of bad news, the negative feelings are reinforced.

Other barriers may exist when parents perceive that

- school staff are uneasy about or uncomfortable with parents’ language or cultural differences

- teachers blame the parents for their children’s difficulties in school
- teachers do not value parents’ knowledge about their own children
- the school is not adapting to changes in the population it serves
- the school does not welcome expressions of parental concern
- social class distinctions exist within the school community or parent group

## Encouraging Parental Involvement

There are a variety of processes and strategies by which school divisions and schools may encourage greater involvement between the school and parents of EAL learners.

1. **Develop an EAL parental involvement plan or program:** Establishing a plan and identifying and implementing effective strategies is an important step.
2. **Assess the needs of the parents:** An effective parental involvement plan addresses the needs of the community it serves. By learning about the parents’ backgrounds, concerns, and interests, schools are better able to provide relevant services, respond to those interests, and make use of the valuable resources parents can bring to the program. Useful information includes the languages represented, cultural values and practices, parental attitudes towards formal education, work schedules, child care needs, and length of expected residence in the school area (Carreaga).
3. **Learn about concerns and interests of families:** Knowing the parents’ concerns and interests can help schools set specific objectives for their outreach to parents. Common concerns of parents include the
  - academic performance of their children
  - models and effectiveness of EAL support and instruction
  - ways and ability to become involved with school committees and decision-making processes
  - ways in which parents of different educational backgrounds can support their children’s learning both at home and at school
  - possible ways that parents can volunteer their skills in non-instructional capacities that support the school (e.g., translating, supervising, coaching, extracurricular activities)
  - ways in which the school may serve as a centre for parents’ own educational needs, such as adult EAL, literacy, and computer skills programs
  - Neighbourhood settlement workers and cultural liaison workers can be instrumental in collecting information through translated surveys or informal conversations
4. **Communicating with parents:**

When encouraging interaction between the school and parents of EAL learners, especially those who are newcomers to Canada, it is important to consider their perceptions of school personnel and the institution. Parents may come with a variety

of school experiences and cultural beliefs about the relationship between school and home. The following strategies (based on Carreaga and Artuz) will help build effective communication and establish an atmosphere of mutual trust:

- *Make a positive first impression.* The additional time and effort to welcome and communicate respect to the parents will benefit all.
- *Maintain positive communication with parents.* Avoid making parents feel that they are to blame when their children are struggling.
- *Provide translators/interpreter services when needed and bilingual community liaison personnel.* Translate important school information whenever feasible.
- *Communicate directly with parents.* Face-to-face communication, including home visits, has often been found to be more effective than flyers and phone calls. Use direct or non-inferential language when requesting parent action (e.g., instead of “When you have time, please pick up indoor runners for your child,” say “Your child needs running shoes to use indoors by next week,” and provide a photo or sample).
- *Familiarize parents with school buildings and the school system.*
- *Make explicit unstated rules and behavioural expectations* (e.g., that parents are expected to attend certain events).
- *Promote and provide frequent opportunities for school visits.*
- *Provide frequent and flexible opportunities for parent conferences and information meetings.*
- *Invite and encourage parents to volunteer at school and identify ways that parents’ knowledge and skills can be incorporated into the curriculum.*
- *Develop staff awareness of diversity within the school community, including key features of the home cultures and the contexts of EAL families.*

In addition, schools are encouraged to take a strengths-based approach to families and communities. Recognize and find ways to capitalize on the “funds of knowledge” and social networks that different families and communities bring with them. Some individuals will be more able to provide input that can be immediately applied to classroom learning, but schools can demonstrate their respect for the skills, knowledge, and practices that families have acquired. When families feel valued by the school, they will be more likely to find ways to be involved.

5. **Provide opportunities for parental development:** When parents feel motivated to become involved with the school, they may need additional supports and encouragement to be able to do so successfully. The following is based on Carreaga’s strategies for supporting parental development:

- *Establish or provide space for an EAL or EAL literacy program for parents, especially if access to existing programs is limited by space, hours, or child-care requirements.* Parents provide a role model for their children and will better understand their children’s educational experiences.



- *Partner newcomer parents with a Canadian parent (or one who immigrated at an earlier time), who can answer simple questions about school events and routines.*
  - *Provide regularly scheduled information meetings.* Meetings can provide parents with essential background information about available school and community services. These meetings may be held outside the school in locations such as apartment blocks or community centres that are more convenient to parents. It is helpful to have translators and child care available.
  - *Establish EAL parent/child centres.* Parental involvement in the Early Years can have a significant impact on school-readiness and the overall success of children in schools. Parent-child centres can be a powerful tool for connecting parents to schools and engaging them in early childhood education.
  - *Provide information on child development.* Parents are often eager to learn how to help their children succeed in schools. Child development milestones and patterns of parent-child interactions are often culturally influenced. Parents and the school will gain useful insights if there are opportunities for the school to share information about the various developmental continua (e.g., speaking/listening and reading/writing) used in Manitoba schools, and for the parents to share information about their own approaches to child development. Various consultants could be called upon to facilitate this information exchange.
  - *Develop parent-as-educator, -collaborator, or -co-learner programs.* The collaboration of all school personnel is essential. Classroom teachers, EAL teachers, counsellors, and administrators should receive training in how to develop better home and school collaboration with parents of EAL learners, and how to involve them in the education of their children.
  - *Teach parents strategies and techniques to support their children's classroom learning.* Many common classroom approaches and practices in Canada, such as inquiry, daily home reading, and cooperative learning, are not common in more traditional educational systems. Discuss with parents the purpose of these practices and the skills developed by these activities, and indicate ways they can carry out learning activities at home. Reinforce the value of continued development of the first language, including using that language in academic areas as students grow in their English proficiency.
6. **Promote parental leadership:** Through the preceding strategies, parents will be encouraged to transition from being the recipients of services to being active in the life of the school, including participation in organized school/parent councils and committees. An advisory council comprising parents or other representatives of children who are served by the EAL program and essential school representatives may be a valuable source of feedback for the school, and may provide an initial committee experience for parents. However, parents may need training in how Canadian committees function, as language and cultural practices may vary.
7. **Monitor your parental involvement program's success:** As parents gain familiarity with Canadian schools and as their children grow, their interests, concerns, and areas of school involvement may shift. Planners of parental involvement programs

need to continually assess their effectiveness and make changes as needed to continue meeting the needs of parents and schools, especially in regards to the EAL program.

## Benefits of Promoting EAL Parental Involvement

Parental involvement in education provides a unique opportunity for parents to grow in their roles as teachers. They have an opportunity to help their children learn at home and possibly at school. Parents and school personnel thus become partners in the education of children. Parental involvement enhances the potential for EAL learners to improve their academic achievement, increase their involvement in the mainstream culture, and to become more goal-oriented and motivated students.

As partners, parents and administrators can also benefit from each other. Parents of EAL students are often unfamiliar with many of the institutions of Canadian society, and can become acquainted with the educational system as a means of social and economic advancement for themselves and for their children. A parental involvement program may include educational components for the parents, such as language training and child development, that will ultimately benefit their children. As discussed previously, participation in organized parent councils or committees provides parents with an opportunity to become involved in mainstream Canadian society and to share their perspectives with the school community.

Teachers and school administrators who are already well trained in child development, curriculum, and instructional and assessment strategies will also benefit from increased parental involvement as they learn new ways of relating to all children and their parents, especially those from distant countries and distinct backgrounds. Additionally, teachers and school administrators find new ways to engage parents and, by extension, the community as valuable colleagues in the pursuit of a common goal—providing a relevant and quality education to all children.

## 1.9 SELECTING AND DEVELOPING DIVISIONAL OR SCHOOL PROGRAM MODELS

### Programming Models, Approaches, and Support for EAL and LAL Learners

Models of EAL and LAL programming used in Manitoba may be grouped into three main categories:

1. Classroom programming (with or without pull-out EAL support)
2. Specialized EAL programming provided by an EAL specialist teacher (EAL classrooms, EAL content-based programming, EAL courses, or EAL centres)
3. Bilingual programming

#### Classroom Programming

This is currently the most common model used in Manitoba, particularly at the Kindergarten to Grade 6 levels. In this model, English is generally the sole language of instruction and programming is provided within the framework of a regular classroom primarily by the classroom teacher. In some cases, additional EAL support may be provided by a resource or EAL-specialist teacher or educational assistant working in collaboration with the classroom teacher. (For information regarding the role of education assistants in supporting teachers' work, please see *Educational Assistants in Manitoba Schools* at [www.edu.gov.mb.ca/k12/docs/support/ed\\_assistants/](http://www.edu.gov.mb.ca/k12/docs/support/ed_assistants/).) The classroom teacher is expected to make necessary adaptations for EAL and LAL learners during instruction. At the Senior Years level, depending on the nature and extent of the adaptations made, students may receive an EAL "E" designation for the course, which is used when the subject-area outcomes of the course have been combined with EAL learning goals appropriate to an individual student's stage of EAL development (see Section 7).

This model is sometimes incorrectly referred to as being an immersion model of EAL programming. However, in a Canadian context, language immersion models are intended to develop bilingual or multilingual skills and the student's first language is offered as one of the compulsory subjects (e.g., in French immersion, students take ELA from Grades 1-12). Immersion language learning models are additive in nature. Since it is not common for EAL students to be provided with any support for their first language, the term "immersion" is misleading.

In some places in the United States, integrated forms of EAL programming that ensure that the classroom teacher is an EAL or bilingual education specialist are sometimes referred to as "structured immersion." Proponents of this model argue that it provides EAL learners with the richest opportunities to interact with proficient English speakers and that they are not "segregated" from the "general" student population.

However, in the literature, this model is often termed as being a “submersion” model due to the provision of limited, if any, support for the student’s first language, and the fact that the program is one that focuses on adaptation or differentiating instruction, as opposed to specialized programming that is specifically designed to integrate EAL and subject area curriculum. Often, as few classroom teachers have EAL or bilingual education training, they may have limited success in adapting instruction and lack knowledge of the strategies needed to provide an appropriate program that corresponds to the student’s level of English language proficiency.

Many researchers emphasize that this approach is the most challenging for EAL learners, especially at the beginning stages of EAL learning, as it provides limited opportunities for the intensive EAL support that would accelerate their language development. Others point out that although this model may appear to be more inclusive at first glance, without appropriate supports and trained EAL specialists, it may actually serve to marginalize EAL students as they may be seen in a “deficit situation” compared to the “regular” students. In the case of Early Years learners, some researchers argue that this approach delays literacy development as the students’ first language learning is hampered, and they first need to develop basic interpersonal communication skills in English.

## Programming Provided by EAL-Specialist Teachers

Another model of programming involves an EAL-specialist teacher playing a larger role in the instructional programming of EAL learners, especially during the initial stages of EAL development. In such cases, EAL teachers may provide support in a classroom setting in collaboration with the student’s classroom teacher. In some instances, students may be grouped or clustered for EAL focus instruction in specialized EAL classroom or courses with instructional programming provided by the EAL specialist teacher.

When working collaboratively with classroom teachers and when subjects are integrated, the EAL specialist can collaborate during ELA and other subject-area time by co-teaching or working with students individually or in small groups inside or outside the classroom.

When working independently, students are scheduled for EAL classes or courses where they are grouped with students at a similar stage of EAL development. When students are at a beginning stage of EAL development, they may spend a significant amount of the school day in such specialized programming to build a threshold of basic English language skills.

The EAL specialist designs curricula based on students’ needs. The EAL teacher often uses a content-based model of instruction. In this model, curricular content is combined with language development, including academic language skills, that will transfer to the everyday lives of the students and support the orientation to the new school and/or community culture. An EAL teacher may collaborate with the LAL teacher in order to

provide support to EAL/LAL students from different grade levels at different or similar stages of development.

At the Senior Years level, EAL specialist teachers may offer school-initiated EAL courses developed for EAL learners, EAL-designated courses, and Department-developed EAL courses offered for credit. In the case of the newcomer students requiring intensive LAL support, the majority of the school day may be spent in specialized programming with LAL teachers with some time spent in classes that offer fewer academic and linguistic challenges. The LAL teacher working in a Français school would need to provide LAL support in both languages.

Large school divisions with high numbers of EAL learners may have reception centres to receive, assess, and place them in appropriate programs. These school divisions may also feature EAL magnet schools that offer a range of EAL programming and supports, and that attract EAL students within a particular area or school division. Some school divisions may also offer specialized newcomer reception programs that feature multigrade classes focusing on literacy, EAL, and basic numeracy. This type of programming is designed for adolescent learners with interrupted schooling.

An EAL specialist teacher may be responsible for several schools within a division or may have other responsibilities in the school in addition to EAL/LAL programming.

This approach provides students with the opportunity to receive specialized support from an EAL specialist teacher, and may be more comfortable as the learners are grouped with peers who are EAL learners and who share similar backgrounds. However, students initially have limited opportunities to interact with non-EAL learners. In addition, as students are in specialized classroom settings, they may be seen as the EAL teacher's responsibility rather than everyone's responsibility.

Some school divisions may also offer specialized newcomer reception programs that feature multigrade classes designed for adolescent learners with interrupted schooling that focus on literacy, EAL, and basic numeracy. These classes serve as a transition to regular EAL and academic programming, and are usually combined with part of the day spent in general elective classes with low language demands. In all of these models, the goal is to prepare students for successful inclusion in general classrooms.

## Bilingual Programming

In a bilingual programming model, English and an additional language are each used for instruction for approximately 50 percent of the school day. First-language proficiency is developed and maintained alongside English language development. In some cases, the student in these programs may be from English first-language backgrounds. This model allows students to develop and maintain their heritage language while developing English language skills. While this is not a common EAL model in Manitoba, there are several bilingual education programs offered in a few school divisions, First Nations schools, and the Manitoba School for the Deaf. For more information about this

model, see the Department’s website at <[www.edu.gov.mb.ca/k12/cur/languages/index.html](http://www.edu.gov.mb.ca/k12/cur/languages/index.html)>.

In addition, in a bilingual model, literacy development is aided by the fact that students have the opportunity to develop literacy skills in their first language at the same time that they are learning English. Some US research suggests that in “two-way” bilingual programs, where English first-language students are grouped with first-language speakers of the other instructional language, language development is improved and educational disparities are reduced.

## Developing a Divisional or School Programming Model

The three types of EAL programming approaches are not exclusive of one another. Often in school divisions or schools with large EAL student populations, all three approaches are utilized in some form or another, either to provide parents with choices or to meet the needs of students with different characteristics and who are at different stages of EAL development.

In developing and selecting different models of EAL programming, it is important to first consider the needs of the learners. Classroom-based models of EAL programming are especially challenging for late-entry students.

In a Canadian context, Watt and Roessingh found in a longitudinal study of EAL learners in a large Calgary high school that intermediate EAL learners who had limited access to specialized EAL programming had significantly increased drop-out rates. They argued for the need for increased EAL programming in the Senior Years, stating the following:

Our explanation for the sudden drop-out bulge of intermediate level ESL students in the third year of high school is that accelerated integration and marginal promotion through academic course work at the Grades 10 and 11 levels leave many of them unprepared for the gate-keeping role of final year courses. And, far too many of these students, who might have been academically competent judging from their mathematics and science course selections, are now left languishing in the non-academic English program track. ESL students are at high risk for drop-out, and that, in the absence of systemic/structural change (Dawson, 1997), the educational success of ESL students is unlikely to improve. Until the education system recognizes the core nature of ESL instruction in the educational development of ESL students, few of the students that we studied will ever realize their true academic potential.

The importance of providing specialized EAL supports or bilingual programming was highlighted in a 2005 study in New York City that demonstrated that:

*ELL students who had received bilingual or ESL instruction prior to entering ninth grade had higher achievement rates than native English speakers. (Reyes 387)*

A recent Policy Paper from the Centre for Multicultural Youth Issues, titled *Settling In: Good Settlement for Refugee Young People in Australia*, emphasized that access to appropriate EAL, literacy, and academic programming for youth from war-affected

backgrounds and disrupted learning was one of the most serious gaps in the current system. A 2006 report by the Center on Instruction, titled *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers*, argued that in addition to intensive newcomer programs, sustained, appropriate academically and literacy-focused programming is essential for learners with EAL and disrupted education.

In addition, research in Canada, the United States, and other jurisdictions suggests that specialized programming is especially important for beginning EAL learners in Senior Years schools and EAL learners from war-affected backgrounds who have had significantly disrupted formal learning, especially in the first few years of education.

Luis O. Reyes attributes high drop-out rates of such learners in New York to “the lack of specialized self-contained classes for students with interrupted formal education (SIFE), especially during the initial two years in the educational system.” (Reyes 390)

It is important that the school or school division develop and implement a divisional programming model that is based on research and an accurate needs assessment. There are a number of considerations that should inform the planning and decision making, including the following:

- Collect and analyze divisional data on EAL learners, their backgrounds (cultures and languages), and their level of EAL and prior schooling. It is important to know who beginning EAL learners are and where they are located.
- Base planning and decision making on research into effective or promising EAL practices and educational programming.
- Collect data on the current EAL supports and evaluate the current programming model’s effectiveness.
- Identify programming gaps and areas that require improvement.
- Develop a strategy or action plan to improve programming and build capacity.

For further information on different programming and instructional models, see *Adding English* (Coelho), or WestEd’s summary of “Types of Instructional Program Models” (Linguanti), available at <[www.wested.org/policy/pubs/fostering/originals/models.doc](http://www.wested.org/policy/pubs/fostering/originals/models.doc)>.

## 1.10 SUGGESTED TEACHING STRATEGIES FOR ALL CLASSROOMS

All teachers, no matter what their subject area or assigned responsibility in the school, have a responsibility to provide appropriate education for the EAL learners in their classes. Incorporating EAL-friendly approaches, collaborating with parents, colleagues, and administration to implement EAL policies, and providing ongoing assessment and evaluation of EAL learners is crucial for fostering personal and academic growth. Please see Section 2.4 on General Principles for Successful Instructed Learning.

Opportunities to participate in professional learning activities related to EAL learners as a school team should be encouraged to ensure that the school has a good understanding of language and cultural diversity.

<b>Welcoming Environment</b>
Create a welcoming learning community where learners feel free to take risks with language.
Allow for individual differences in learning styles, cultural backgrounds, and educational experiences.
Use relevant life and subject-area content as a catalyst for language development.
Engage the senses.

<b>Supporting Comprehension</b>
Provide bilingual support when needed, especially in the early stages, but avoid relying on translation. Bilingual support should always scaffold to learning in English.
Make input comprehensible by <ul style="list-style-type: none"><li>■ adjusting the linguistic features just slightly beyond the learner's current level of competence</li><li>■ supporting meaning with visuals, gestures, realia, models, and manipulatives</li><li>■ encouraging interaction that leads to the negotiation of meaning</li></ul>
Enhance the comprehensibility of readings by <ul style="list-style-type: none"><li>■ activating background knowledge</li><li>■ previewing vocabulary and text structure</li><li>■ using graphic organizers and other reading strategies</li></ul>
Speak naturally, only slightly more slowly for beginners, pausing briefly at the end of thought groups to allow for processing. Increase rate over time.



### Supporting Comprehension

Avoid figurative and idiomatic language in the early stages; use carefully, but explain in context in the later stages.

Monitor comprehension using a range of techniques including non-verbal and teacher-supported responses; clarify misunderstandings before moving on.

### Scaffolding Learning

Build on students' prior knowledge and experiences of language and content. Use known concepts to teach new language; use known language to teach new concepts (Mora).

Use experiential learning to build language and concepts; model and provide frequent non-threatening opportunities for students to observe and then practise.

Provide opportunities for students to integrate and refine meaning through different learning modalities (i.e., visual, auditory, kinesthetic) and intelligences.

Design for success from the earliest stages of language development; present new information in small, comprehensible chunks. Students need to see progress.

Scaffold students from simple to more complex interactions, providing models, words, prefabricated chunks, and sentence frames.

Help students notice important information and language, both in classroom discussion and in written text. Provide study notes and summary charts; maintain word walls. Teach students note-taking and review strategies. Allow students to listen and then take notes.

Give clear instructions; explain or demonstrate procedures step-by-step; show models of completed tasks. Provide a written version of oral instructions.

In beginning stages, simplify vocabulary and sentence structure, but increase complexity as the language develops.

Teach and model a variety of learning strategies, including metacognitive strategies that may be new to many learners from different backgrounds.

### Building Vocabulary

Begin early to develop the specialized vocabulary and language skills that are used in different subject areas; students do not have to wait until conversational language is fully developed (e.g., the Foresee approach by Kidd and Marquardson).

Design learning experiences that encourage students to focus on vocabulary and other language features in context.

### Building Vocabulary

Recycle new words and language structures in a variety of meaningful contexts.

Teach natural word partners along with the concept word (e.g., feel free to; a great demand for; powerful computers).

Include the function words and expressions that tie concept words together (e.g., because of \_\_\_; the sum of which; is known as).

Teach common words that are used in specialized ways in a content area (e.g., root, power, table).

Teach cognates when possible.

Teach common word roots, prefixes, and suffixes to help students become independent word learners.

### Encouraging Language Production

Create frequent situations for students to practise and apply new language learning

- in low-stress situations
- in meaningful contexts, such as cooperative learning tasks
- through purposeful, natural interactions
- using a variety of adults and peer groupings
- with opportunities to test and refine their hypotheses about form

Create opportunities for students at all levels of English proficiency to engage in class learning by providing sentence frames, prompts, and models

Provide frequent feedback, elaborating on learners' responses with more grammatically complete, detailed answers. As students develop academic language skills, feedback needs to encourage both the precision and complexity of the language.

Allow sufficient response time for oral answers while students process their thoughts in two languages.

## 1.11 EAL AND LAL SKILL AREAS

The four skill areas traditionally associated with both general language learning and EAL development (listening, speaking, reading, writing) have been expanded to include the components of viewing and representing. This reflects (a) the complex range of texts EAL learners engage with and produce, and (b) the terms used in the provincial ELA curriculum.

These skills are highly interconnected in a variety of communicative situations. Conversations, for example, involve both speaking and listening. Completing a task in a computer lab may involve elements of listening, reading, viewing, and writing. Many oral, print, and other media texts integrate the six language components in various combinations. Oral language is essential for self-expression, forming and maintaining relationships, and interacting with others. It is the foundation of literacy. Reading and writing are essential for success in school and functioning effectively in the wider community. Viewing and representing reflect the nature of today's media world and the connection of visual representations to learning and language.

As Thompson (1998) points out, listening and speaking, reading and writing, viewing and representing are not binary opposites, the first a matter of passive reception and the second of active production. They are, rather, 'two sides of the same active process,' a process of constructing meaning. (Manitoba Education and Training, 2000, 1-19)

For the purposes of this document, the components of language arts, or skill areas, will be defined as follows:

### Listening/Viewing

Listening/viewing refers to EAL learners' development in understanding and making meaning from spoken Canadian English and non-verbal communication in a variety of forms and contexts. It focuses on the ability to actively listen/view for a purpose and involves appropriate selection and application of strategies.

### Speaking/Representing

Speaking/representing refers to EAL learners' development in using spoken Canadian English and non-verbal communication in a variety of forms and contexts. It focuses on the ability to demonstrate control over the English sound system, stress patterns, rhythm, and intonation; non-verbal communicative elements such as body language; and the information conveyed by these systems. It also involves appropriate selection and application of strategies.

## Reading/Viewing

Reading/viewing refers to EAL learners' development in reading, understanding, and making meaning from a range of texts\*. It involves learners developing an understanding of how texts are organized and how language and non-linguistic expression varies according to context, purpose, and audience. It also involves recognizing and developing skills in areas including spelling, punctuation, and grammatical structures, and the appropriate selection and application of strategies.

## Writing/Representing

Writing/representing refers to EAL learners' development in producing a range of written and multimodal texts for interpersonal, informational, and aesthetic purposes. It involves learners developing an understanding of how written and multimodal texts are organized and how language varies according to context, purpose, and audience. It also involves developing writing skills in areas including spelling, punctuation, and grammatical structures, and the appropriate selection and application of strategies.

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\* The term *text* is used broadly in this document to refer to a spoken, written, visual, non-verbal, or multimodal communication. Oral texts include conversations and songs. Written texts include labels, letters, and stories. Visual texts include posters, cartoons, and advertisements. Non-verbal texts include gestures and facial expressions. Multimodal texts include electronic presentations involving sound, visuals, and print.

## 1.12 CHARACTERISTICS OF EAL LEARNERS: EARLY, MIDDLE, AND SENIOR YEARS

The outcomes in the EAL/LAL Framework have been divided into different stages of EAL learning, depending on the age-level: three stages for Early Years, four stages for Middle Years, and five stages for Senior Years. 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. The number of stages increases to correspond with increasing academic and linguistic complexity.

It is important to note that EAL students have a range of academic and language skills that they will be able to apply to their English language development. For these learners who have had complementary education, one of the main purposes of EAL instruction is to activate learners' prior knowledge and transfer skills and strategies to their learning in the new environment.

The following pages provide general characteristics of students exiting each stage, based on capabilities across the skills areas (listening/viewing, speaking/representing, reading/viewing, writing/representing). The characteristics have been formulated as charts to aid in initial and ongoing assessment of EAL learners.

## Characteristics of Early Years EAL Learners

Characteristics of an Early Years EAL Learner Exiting Stage 1	Characteristics of an Early Years EAL Learner Exiting Stage 2	Characteristics of an Early Years EAL Learner Exiting Stage 3
<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has limited understanding of English</li> <li><input type="checkbox"/> May be emerging from a silent period</li> <li><input type="checkbox"/> Uses first language and interlanguage frequently</li> <li><input type="checkbox"/> May not be familiar with classroom and playground routines and expectations in Manitoba</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows simple classroom routines</li> <li><input type="checkbox"/> Shares some personal information using simple words and simple phrases</li> <li><input type="checkbox"/> Responds non-verbally and begins to respond verbally to simple commands, statements, and questions</li> <li><input type="checkbox"/> Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)</li> <li><input type="checkbox"/> Is beginning to construct meaning from simple texts through print features</li> <li><input type="checkbox"/> Imitates and copies from a peer model</li> <li><input type="checkbox"/> Recognizes and prints letters of the alphabet</li> <li><input type="checkbox"/> 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>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Make connections with family, home, interests</li> <li><input type="checkbox"/> Make language real with visuals, realia, multisensory support, and multimedia</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction</li> <li><input type="checkbox"/> Model language, process, and product</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul> <p>Use various teaching strategies (e.g., Total Physical Response [TPR], Language Experience Approach [LEA], hands-on projects, singing, chants, teacher read-aloud, guided reading and writing, and peer language “buddy”)</p>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand conversational and some academic English</li> <li><input type="checkbox"/> Has acquired a vocabulary of key words and phrases related to familiar and everyday topics</li> <li><input type="checkbox"/> May rely on drawings or other visuals to convey much of the meaning</li> <li><input type="checkbox"/> Uses first language to gain a greater understanding of new concepts</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors</li> <li><input type="checkbox"/> Produces simple texts for a specific audience</li> <li><input type="checkbox"/> Writes in simple sentences with frequent grammatical errors</li> <li><input type="checkbox"/> Constructs more meaning from basic texts when it is accompanied by visuals, which activate prior knowledge/experience</li> <li><input type="checkbox"/> 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>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Model language, process, and product</li> <li><input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction</li> <li><input type="checkbox"/> Give extra time to complete English language-based tasks</li> <li><input type="checkbox"/> Stage 1 approaches plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading, flexible reading groups (?)</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays competence in day-to-day and academic communication</li> <li><input type="checkbox"/> Makes occasional grammatical and vocabulary errors</li> <li><input type="checkbox"/> Intended meaning is not always clear on the first try</li> <li><input type="checkbox"/> Can often derive meaning of new words from spoken and printed contexts.</li> <li><input type="checkbox"/> Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies</li> <li><input type="checkbox"/> Can engage with grade-level subject-area content with occasional assistance.</li> <li><input type="checkbox"/> Is able to use a growing range of grade-appropriate academic vocabulary</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Communicate in new social settings</li> <li><input type="checkbox"/> Write to record personal experience and thoughts</li> <li><input type="checkbox"/> Compose a text of several connected sentences on a personal or experiential topic using basic punctuation.</li> <li><input type="checkbox"/> With scaffolding, engage in grade-level subject-area texts and tasks</li> <li><input type="checkbox"/> Can describe, retell, summarize, compare, write creatively, peer edit, takes leadership in group task</li> <li><input type="checkbox"/> Approaching age-appropriate use of standard English</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Pre-teach content vocabulary</li> <li><input type="checkbox"/> Provide assistance to learner when choosing appropriate reading material</li> <li><input type="checkbox"/> Continue to model</li> <li><input type="checkbox"/> Continue to give extra time and scaffolding to complete language-based tasks as needed</li> </ul>

Characteristics of Middle Years Learners			
<p>Characteristics of a Middle Years EAL Learner Exiting Stage 1</p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand and use a limited number of words, simple phrases, and short sentences on personal topics.</li> <li><input type="checkbox"/> May be emerging from a silent period</li> <li><input type="checkbox"/> Uses first language and interlanguage frequently</li> <li><input type="checkbox"/> May consult language peers frequently and expectancies in Manitoba</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can follow simple classroom routines</li> <li><input type="checkbox"/> Can share some personal information using simple words and simple phrases</li> <li><input type="checkbox"/> Responds non-verbally and begins to respond verbally to simple commands, statements, and questions</li> <li><input type="checkbox"/> Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)</li> <li><input type="checkbox"/> Begins to construct meaning from texts through print features</li> <li><input type="checkbox"/> Can recognize and print letters of the alphabet</li> <li><input type="checkbox"/> Can engage with modelled simple sentence structures with appropriate lists of words and grammatical structures provided (i.e., students are actually arranging the words in a sentence to make meaning)</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p>Characteristics of a Middle Years EAL Learner Exiting Stage 2</p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can follow and initiate, with considerable effort, simple conversations on familiar topics.</li> <li><input type="checkbox"/> Can understand key words, phrases, and simple sentences on personal topics and familiar academic topics.</li> <li><input type="checkbox"/> Beginning to understand academic language with visuals and other supports</li> <li><input type="checkbox"/> Uses first language to access prior knowledge and to gain a greater understanding of new concepts.</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors</li> <li><input type="checkbox"/> Writes in simple sentences with frequent grammatical errors</li> <li><input type="checkbox"/> With scaffolding, writes simple paragraphs on familiar personal topics.</li> <li><input type="checkbox"/> Constructs more meaning from basic texts when it is accompanied by visuals to activate their prior knowledge/experience</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p>Characteristics of a Middle Years EAL Learner Exiting Stage 3</p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can follow and manage with ease conversations on personal and familiar academic topics.</li> <li><input type="checkbox"/> Makes frequent errors of grammar and word order, which occasionally obscure meaning</li> <li><input type="checkbox"/> Has some difficulty comprehending and producing complex structures and academic language</li> <li><input type="checkbox"/> Understands and engages with more complex academic content</li> <li><input type="checkbox"/> Able to use some general academic vocabulary in scaffolded contexts</li> <li><input type="checkbox"/> May continue to draw on their prior languages to support learning in English</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can read simplified materials independently and is able to read grade-appropriate materials if given appropriate supports (e.g., key visuals, pre-reading questions, guided reading)</li> <li><input type="checkbox"/> Beginning to derive meaning of new words by a variety of strategies.</li> <li><input type="checkbox"/> With scaffolding, produces simple paragraphs on academic topics</li> <li><input type="checkbox"/> Attempts to use a variety of resources to meet various language demands</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p>Characteristics of a Middle Years EAL Learner Exiting Stage 4</p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fluent in day-to-day communication</li> <li><input type="checkbox"/> can communicate in new and unfamiliar social and school settings</li> <li><input type="checkbox"/> has a wide range of vocabulary in social and grade-appropriate academic contexts</li> <li><input type="checkbox"/> has occasional difficulty with idioms, figures of speech, words with multiple meanings</li> <li><input type="checkbox"/> has occasional difficulty with complex structures and abstract academic concepts</li> <li><input type="checkbox"/> has considerable accuracy in terms of structures, vocabulary, and overall organization of texts and communication</li> <li><input type="checkbox"/> makes occasional structural and lexical errors which do not obscure meaning</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses appropriate resources to meet various language demands</li> <li><input type="checkbox"/> Locates and identifies information within a text and apply it in a variety of ways (e.g., written form, presentation/debate, discussion)</li> <li><input type="checkbox"/> With preparation and occasional support, reads and comprehends a wide variety of subject-area texts at near grade level</li> <li><input type="checkbox"/> Generates a wider variety of texts with near grade level complexity and coherence</li> <li><input type="checkbox"/> Uses appropriate resources to meet various language demands</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> give sufficient time to complete language-based tasks</li> </ul>

## Characteristics of Senior Years Learners

Characteristics of a Senior Years EAL Learner Exiting Stage 1	Characteristics of a Senior Years EAL Learner Exiting Stage 2	Characteristics of a Senior Years EAL Learner Exiting Stage 3	Characteristics of a Senior Years EAL Learner Exiting Stage 4	Characteristics of a Senior Years EAL Learner Exiting Stage 5
<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand and use a limited number of words, simple phrases, and short sentences on topics of personal relevance</li> <li><input type="checkbox"/> Engages with texts such as short monologues or dialogues on familiar everyday topics</li> <li><input type="checkbox"/> Demonstrates long pauses and is often silent</li> <li><input type="checkbox"/> Pronunciation may impede communication</li> <li><input type="checkbox"/> May translate or consult language peers frequently</li> <li><input type="checkbox"/> Derives meaning from illustrations and graphics</li> <li><input type="checkbox"/> Has limited sound/symbol correspondence in writing (phonics, spelling)</li> <li><input type="checkbox"/> Writes brief answers/responses to questions about familiar topics with extra prompts</li> <li><input type="checkbox"/> Demonstrates basic familiarity with the simple present and simple past tenses</li> <li><input type="checkbox"/> May not be familiar with school routines and expectations in Manitoba</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can produce simple instructions (2–7 words long)</li> <li><input type="checkbox"/> Able to name concrete objects</li> <li><input type="checkbox"/> Imitates formulaic expressions</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication is face-to-face or audio-visual mediated</li> <li><input type="checkbox"/> Can understand simple, concrete words, phrases, and sentences</li> <li><input type="checkbox"/> Can follow, with considerable effort, simple formal and informal conversations and other listening texts on topics of immediate personal relevance at a slower to average rate of speech</li> <li><input type="checkbox"/> Often requires or requests repetition and assistance (e.g., modified speech, explanations)</li> <li><input type="checkbox"/> Pronunciation may impede communication</li> <li><input type="checkbox"/> Uses first language to gain a greater understanding of new concepts</li> <li><input type="checkbox"/> Functions best in relatively concrete situations</li> <li><input type="checkbox"/> May be reluctant to speak</li> <li><input type="checkbox"/> May make grammatical, lexical, or mechanical errors that diminish or obscure meaning</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand and produce short texts on familiar, everyday topics</li> <li><input type="checkbox"/> Copies material accurately</li> <li><input type="checkbox"/> Uses repetitive language</li> <li><input type="checkbox"/> Makes connection with background knowledge/experiences and new information to generate personal and content-area text with support</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in social and academic contexts must be routine and familiar</li> <li><input type="checkbox"/> Can handle simple structures with some complexity</li> <li><input type="checkbox"/> Grammar errors are frequent</li> <li><input type="checkbox"/> Demonstrates a common everyday vocabulary with a limited number of idioms</li> <li><input type="checkbox"/> Making transition to abstract/complex content structures</li> <li><input type="checkbox"/> Moving from single statements to a series of sentences</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to use subject-area vocabulary</li> <li><input type="checkbox"/> Beginning to produce simple paragraphs about subject-area topics</li> <li><input type="checkbox"/> Capable of producing introductions and summaries</li> <li><input type="checkbox"/> Beginning to reproduce text for visual representation (e.g., illustrate characters, timeline, collage, graph)</li> <li><input type="checkbox"/> Demonstrates a growing awareness of audience, content, purpose, form, and context</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Able to interpret and produce a range of moderately complex and less demanding near-grade-level subject-area texts</li> <li><input type="checkbox"/> Demonstrates increased use of content-specific and academic vocabulary</li> <li><input type="checkbox"/> Increases self-monitoring and editing of language</li> <li><input type="checkbox"/> Rate of speech slow to average</li> <li><input type="checkbox"/> Content moderate to demanding</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can summarize or comment on (respond to) a written/oral/visual text</li> <li><input type="checkbox"/> Uses a variety of sentence structures, including compound and complex sentence structures including embedded-reporting structures</li> <li><input type="checkbox"/> Uses an expanded inventory of concrete subject area, general academic, and common idiomatic language</li> <li><input type="checkbox"/> Can produce abstract material/thoughts</li> <li><input type="checkbox"/> Can perform moderately to complex near-grade appropriate writing tasks using familiar information</li> <li><input type="checkbox"/> Can convey familiar information using familiar formats</li> <li><input type="checkbox"/> Can formulate introductions to a range of text structures</li> <li><input type="checkbox"/> Beginning to use multiple sources</li> <li><input type="checkbox"/> Beginning to include information from other texts and sources</li> <li><input type="checkbox"/> Can summarize and paraphrase using more than one source</li> <li><input type="checkbox"/> Able to select format to combine written text with visual representation</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> able to interpret and produce a range of complex and demanding grade-level and subject-area texts</li> <li><input type="checkbox"/> may have difficulty with idiomatic or regionally accented speech</li> <li><input type="checkbox"/> can follow formal and informal conversations at a average rate of speech</li> <li><input type="checkbox"/> occasionally makes pronunciation, grammar, and word omission errors, but meaning is generally clear; meaning is rarely impeded</li> <li><input type="checkbox"/> demonstrates good control over sentence structures, patterns, and coordination of spelling and mechanics</li> <li><input type="checkbox"/> content demanding, grade level-subject appropriate</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> can understand sufficient vocabulary, idioms, and colloquial expressions to follow detailed stories and texts of general popular interest or subject area-specific</li> <li><input type="checkbox"/> can follow clear and coherent instructions, texts, and directions</li> <li><input type="checkbox"/> communicates effectively in practical, academic, and social environments in a range of demanding and complex routines and situations</li> <li><input type="checkbox"/> can understand and engage with concrete and abstract topics in grade-appropriate sustained texts</li> <li><input type="checkbox"/> can participate in classroom discussions and activities with little support (one-on-one and group settings)</li> <li><input type="checkbox"/> can perform with ease most grade-subject appropriate complex writing tasks</li> <li><input type="checkbox"/> uses idioms appropriate to audience</li> <li><input type="checkbox"/> uses multiple sources to summarize and paraphrase</li> <li><input type="checkbox"/> can self-monitor and repair errors</li> </ul>

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## Characteristics of Senior Years Learners (continued)

<p><b>Characteristics of a Senior Years EAL Learner Exiting Stage 1</b></p> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide assistance to help learner understand (e.g., modified speech, gestures, translation, demonstration, A/V cues, tone of voice)</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p><b>Characteristics of a Senior Years EAL Learner Exiting Stage 2</b></p> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide extensive support with content and academic language</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p><b>Characteristics of a Senior Years EAL Learner Exiting Stage 3</b></p> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p><b>Characteristics of a Senior Years EAL Learner Exiting Stage 4</b></p> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> </ul>	<p><b>Characteristics of a Senior Years EAL Learner Exiting Stage 5</b></p> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> give sufficient time to complete language-based tasks</li> </ul>
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## 1.13 CHARACTERISTICS OF LAL LEARNERS: MIDDLE AND SENIOR YEARS

Two phases of learning outcomes have been developed for Middle and Senior Years learners who have significant gaps in their schooling (i.e., these students have experienced three or more years of interrupted or no schooling and their school-based knowledge is well below an age-appropriate level). Literacy, academics, and language (LAL) is the descriptor for these students' specific learning needs. These phases are parallel rather than prerequisite to the EAL stages of development. In other words, students are learning EAL at the same time they are developing literacy skills, and there is overlap between these two domains. No LAL outcomes have been developed for Early Years because it is generally assumed that varying degrees of literacy development and academic foundations are already an integral part of the curriculum in these grade levels. However, EAL learners who arrive within the first two or three years of schooling without previous literacy or schooling experiences will likely require focused attention in order to be successful academically in the classroom.

One of the main purposes of LAL instruction is to build academic skills and strategies to apply to learning in the student's new environment. Some of the same aspects of beginning-level EAL instruction (e.g., introduction to school routines in a new environment, formulaic expressions) will also be covered with LAL students; however, additional time and support will be required for students with limited prior literacy. Additionally, LAL students need support in developing certain basic literacy skills (e.g., holding a pencil, handling books, using a keyboard) that would typically not be required by students who have had previous exposure to formal schooling.

It is important to note that many, though not necessarily all, of the characteristics listed in the following chart are likely to apply to individual LAL learners. As with any group of learners, diversity and exceptions will be evident across cases. For additional information about learners whose lives have been affected by war and who likely have had interrupted schooling as a result, see *Building Hope: Appropriate Programming for Adolescents from Refugee and War-Affected Backgrounds* (Manitoba Education, Citizenship and Youth, 2005).

The following descriptors describe entry-level characteristics for each phase of LAL development. At the end of Phase 2, exit descriptors indicate characteristics of a student who would no longer be designated LAL.

## Characteristics of Middle and Senior Years LAL Learners

Characteristics of Middle and Senior Years LAL Learners		
<p><b>Characteristics of a Middle and Senior Years LAL Learner Entering Phase 1</b></p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make meaning of their world through interactions with others</li> <li><input type="checkbox"/> May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond their immediate surroundings</li> <li><input type="checkbox"/> May have experienced significant disruptions in life and may or may not have developed strong coping strategies</li> <li><input type="checkbox"/> Demonstrates a range of oral skills in first/dominant language (ranging from limited to well-developed)</li> <li><input type="checkbox"/> Often eager and motivated to be in school</li> <li><input type="checkbox"/> No literacy/numeracy instruction in a formal or informal setting</li> <li><input type="checkbox"/> May have some awareness of text but no experience decoding text (e.g., no sound/symbol correspondence, no concepts of words or sentences, sight words, directionality—top-to-bottom, front-to-back, left-to-right).</li> <li><input type="checkbox"/> No experience with writing implements (e.g., pencils, pens, crayons, chalkboards, paper)</li> <li><input type="checkbox"/> Unfamiliar with using books</li> <li><input type="checkbox"/> Unfamiliar with basic classroom, school, and social routines/culture/expectations (e.g., where to sit, when permission is needed to perform certain tasks, what bells or alarms represent)</li> <li><input type="checkbox"/> Unfamiliar with technology (e.g., computer language learning software, tape recorder, CD player, PA system)</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen, repeat, move, point, copy, nod yes/no</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extensive teacher direction is required for learner to perform basic tasks and to function within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker, changing for gym, crossing the street).</li> </ul> <p>Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chants, teacher read aloud</p>	<p><b>Characteristics of a Middle and Senior Years LAL Learner Entering Phase 2</b></p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make meaning of their world through interactions with others</li> <li><input type="checkbox"/> May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond their immediate surroundings</li> <li><input type="checkbox"/> May have experienced significant disruptions in life and may or may not have developed strong coping strategies</li> <li><input type="checkbox"/> Demonstrates a range of oral skills in first/dominant language (ranging from limited to well-developed)</li> <li><input type="checkbox"/> Have had some literacy/ numeracy/ instruction in a formal or informal setting in Canada or elsewhere</li> <li><input type="checkbox"/> Will understand more than they can communicate verbally</li> <li><input type="checkbox"/> Demonstrates coping strategies and communicates needs (e.g., getting a person to translate for them, or approach appropriate people)</li> <li><input type="checkbox"/> Some experience with reading and writing at an emergent level</li> <li><input type="checkbox"/> May have some skills in a language with a non-Roman alphabet</li> <li><input type="checkbox"/> Familiar with a limited range of books</li> <li><input type="checkbox"/> May be able to decode simple text in their first or additional language (e.g., sound/symbol correspondence, concepts of words and sentences, sight words, directionality—top-to-bottom, front-to-back, left-to-right)</li> <li><input type="checkbox"/> With assistance, can participate in some routine school tasks.</li> <li><input type="checkbox"/> Familiar with some basic classroom, school, and social routines/culture/expectations in their culture of origin and/or a Canadian school setting (e.g., where to sit, when permission is needed to perform certain tasks, what bells or alarms represent)</li> <li><input type="checkbox"/> May be familiar with some basic classroom technology (e.g., computer for email, tape recorder, CD player, PA system)</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LAL Phase 1, plus select, state, label, name, list, sort, complete, role-play</li> </ul>	<p><b>Exit Characteristics for a Student who has Developed Basic Literacy</b></p> <p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing the skills to read and respond to simple authentic and teacher-adapted texts of several paragraphs in several genres (e.g., narrative, letters, instructions, newspaper article, diagram, informational text)</li> <li><input type="checkbox"/> Has developed basic strategies to function in classroom learning and to engage with basic texts (e.g., predicting, accessing prior knowledge, decoding, responding, fluency, using illustrations and other strategies to make meaning)</li> <li><input type="checkbox"/> Has developed basic numeracy skills: number concepts, operations, and math vocabulary</li> <li><input type="checkbox"/> Will require ongoing support and time to continue EAL, literacy and academic development</li> <li><input type="checkbox"/> Can benefit from EAL/content-based instruction</li> <li><input type="checkbox"/> Has acquired foundational knowledge and skills that are prerequisite to beginning to learn in Middle and Senior Years core subject areas</li> <li><input type="checkbox"/> May require additional time and support to complete learner tasks as compared to students with age-appropriate literacy skills</li> <li><input type="checkbox"/> Familiar with school routines and culture; can find help when needed</li> <li><input type="checkbox"/> With guidance, functions in simple structured group work</li> <li><input type="checkbox"/> Can interact appropriately with students from other language and cultural backgrounds</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LAL Phase 2 plus define, compare/contrast, summarize, restate, create, find information in simple texts, use a model for writing simple text</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support increasing independence in reading and academic tasks through models and scaffolds of both task and language to carry out the task</li> </ul> <p>Emphasis on strategy instruction, analyzing simple informational text accompanied by charts, graphs, and pictures, predicting outcomes, forming and expressing opinions</p>

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## Characteristics of Middle and Senior Years LAL Learners (continued)

<p>Characteristics of a Middle and Senior Years LAL Learner Entering Phase 1</p>	<p>Characteristics of a Middle and Senior Years LAL Learner Entering Phase 2</p> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher direction is still required but learners are likely to be more independent in performing basic tasks and functioning within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker, changing for gym, crossing the street).</li> <li><input type="checkbox"/> LAL Phase 1 plus Think-pair-share, Role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading</li> </ul>	<p>Exit Characteristics for a Student who has Developed Basic Literacy</p>
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## 1.14 RELATIONSHIP OF THE MANITOBA K-12 EAL FRAMEWORK TO THE CANADIAN LANGUAGE BENCHMARKS

As noted earlier, the Manitoba K-12 EAL/LAL Framework was significantly influenced by the Canadian Language Benchmarks (CLB) and the work done for over a decade in refining and implementing the CLB in adult EAL programs in Manitoba and throughout Canada. The CLB is a powerful tool for improving and guiding adult EAL programs by providing a common base for EAL programming and assessment. Manitoba Education determined that it was important to build on the work of the CLB, and, especially with respect to students in the Senior Years, to ensure that the K-12 EAL/LAL Framework will complement the CLB and articulate with adult language programs.

### What are the Canadian Language Benchmarks?

The CLB describes what adult learners of an additional language can do, using English, at 12 levels of proficiency, or benchmarks. The 12 benchmarks are separated into three progressive stages of proficiency:

**Stage I (CLB Levels 1-4): Basic Proficiency** is the range of abilities needed to communicate in common and predictable settings to meet basic needs and to carry out everyday activities. A curriculum aligned to the CLB and targeting the language proficiencies of Stage I learners would focus on topics of immediate personal relevance.

- **Stage II (CLB Levels 5-8): Intermediate Proficiency** represents the range of abilities that enable a learner to participate more fully in social, educational, and work-related settings. The contexts in which English is used are less familiar and predictable and the proficiencies demonstrated by learners enable them to function more independently. Competencies acquired in this stage may enable a learner to move beyond the EAL classroom into new opportunities. Many learners at the end of Stage II are ready for post-secondary academic programs.
- **Stage III (CLB Levels 9-12): Advanced Proficiency** is the range of abilities that enable a learner to communicate effectively, appropriately, accurately, and fluently in most settings. Learners at this stage demonstrate a sense of audience and communicate using language features such as appropriate style, register, and formality.

Each benchmark for the four language skills—reading, writing, listening, and speaking—includes examples of the kinds of real-life tasks that an EAL learner should be able to perform under specified conditions in four specific competency areas:

- social interaction—using EAL speech or writing in interpersonal situations
- giving and receiving instructions
- persuasion (getting things done)

- information—exchanging, presenting, talking about information

The CLB provides a standard framework that can be used to plan teaching and assessment in Canadian adult EAL programs.

## What are the similarities and differences between the CLB and the K–12 EAL Framework?

It is helpful to understand the similarities and differences between the CLB and the Manitoba K-12 curriculum framework for the following reasons:

- many newcomer parents encounter the CLB in their language study and workplace preparation
- many K-12 teachers become familiar with the CLB in TESL certificate programs
- older students may wish to transition into adult EAL or learning programs that have CLB-based entry criteria.

First, both are curriculum frameworks that are designed to guide instruction, program planning, and assessment. Both the Manitoba K-12 EAL/LAL Framework and the CLB are based on the idea that learners proceed through a series of stages. However, the CLB was designed to guide adult EAL programming; the Manitoba K-12 EAL/LAL Framework was designed specifically for students enrolled in Manitoba's K-12 educational system. It is intended to guide EAL instruction and assessment in schools ranging from five-year-olds to young adults 18 to 21 years of age. Thus, the frameworks are designed with different learner characteristics and needs in mind.

This difference is in the organization of stages. In the CLB, there are three stages of development that are further broken into four levels. However, recognizing that students aged 5 to 18 or 19 are at very different stages of human, linguistic, and cognitive development has significant implications for language and academic development. Thus, at the core of the Manitoba K-12 EAL/LAL Framework is an EAL language acquisition continuum comprising sets of Early Years, Middle Years, and Senior Years stages that reflect the increasing breadth and complexity of language needs as young people grow. The number of stages in each age grouping increases to allow for the greater amount of language learning required. In the Manitoba K-12 EAL/LAL Continuum, Senior Years students move through five stages of EAL development.

Perhaps the greatest difference between the two resources is that the Manitoba EAL/LAL Acquisition Continuum was designed to complement and articulate well with the academic school program and curriculum frameworks for a variety of compulsory subject areas (language arts, social studies, mathematics, science, physical education and health, and the arts). At the same time, it is designed to complement and articulate with the CLB. The Manitoba EAL/LAL Continuum, in this sense, provides a basis for EAL for general personal and social communication purposes but also for academic learning purposes—that is, students who are learning English as an additional language in the K-12 context need to develop EAL and academic skills in a concurrent and

integrated form. They will need to use English to transfer their prior learning into their new academic setting, but will also use English to learn new skills and knowledge. The conceptual model for the EAL/LAL Continuum was developed to accommodate the need for simultaneous development of EAL and academic skills.

K-12 curricula in Manitoba are based on the practices and philosophy of outcomes-based education—that is, the curricula are written with the learner and their needs at the centre of curriculum planning, instruction, and assessment. Thus, a curriculum framework describes what students can actually do (the knowledge, understanding, skills, and attitudes they will have developed) at different points in their learning. Because of the more holistic view of language learning within school contexts that the EAL/LAL Framework supports, the terms *domains* and *learning goals* are used rather than *outcomes*. The learning goals become reference points for describing a student’s current language proficiency in a particular area and for determining the next target for instruction. Thus, the focus on the individual student’s growth is similar to that of the CLB.

To align with the Manitoba ELA curriculum framework, the K-12 EAL/LAL Framework defines the four skill areas as listening and viewing, speaking and representing, reading and viewing, and writing and representing. It also recognizes the multiple “texts” and media formats that are often experienced in contemporary society, and allows for them to be used concurrently. This is not really a significant departure from the skill areas of the CLB, as viewing and representing are extremely important aspects of EAL programming both in terms of creating “comprehensible” input but also in producing and interacting with multiple texts.

Lastly, the four competency areas of the CLB are also relevant and reflected in the Manitoba K-12 EAL/LAL Framework. However, they have not been used in the same way to guide the organization of the framework. In the Manitoba K-12 EAL/LAL Framework, the four competency domains are Linguistic Competence, Contextual Applications, Intercultural Competence and Global Citizenship, and Strategic Competence.

## How are the LAL Phases of EAL Learning related to the CLB 2000: ESL Literacy Benchmarks?

*CLB 2000: ESL for Literacy Learners* outlines the progression of reading, writing, and numeracy skills for EAL adult learners with little or no literacy skills in their first language. It is also useful to inform programs for EAL learners who are literate in a non-Roman alphabet, and who may need help learning reading and writing basics in English. ESL Literacy Benchmarks are designed to be used with the listening and speaking benchmarks in *CLB 2000: ESL for Adults Benchmarks*.

ESL Literacy Benchmarks are divided into a pre-reading and pre-writing phase, called the Foundation Phase, followed by Phases I, II, and III.

The two LAL phases in the Manitoba K-12 EAL/LAL Framework outline the progression of language skills and foundational academic development across the four competency domains for learners from Grade 4 to Grade 12 who have limited formal schooling and limited to no literacy in any language. Since most school-age EAL learners enter the school system immediately upon their arrival, the LAL phases include listening/viewing and speaking/representing skills. The LAL learning goals are meant to be viewed as components of parallel development programming rather than consecutive programming. Therefore, overlap is evident between the learning goals for the LAL Phases and the early EAL stages.

Development of the LAL phases was informed by the ESL Literacy Benchmarks as well as by the work of Dr. Penny Mackay in *ESL: Towards a Framework of Stages* and the ESL Bandscales from Australia and the Literacy Enrichment Academic Program (LEAP), which has been offered in the Toronto District School Board for a number of years.

LAL Phase I approximately corresponds to the Foundation Phase of the adult ESL Literacy Benchmarks, and LAL Phase II corresponds with Phases 1-3 of the adult ESL Literacy Benchmarks.

## How do the Canadian Language Benchmarks and Manitoba's Senior Years EAL Stages articulate with one another?

The CLB comprises 12 levels of EAL development. As the description provided earlier suggests, learners at CLB levels 8-9 may be considered to have the language proficiency to fully participate in post-secondary education.

The Senior Years component of the Manitoba K-12 EAL/LAL Framework comprises five stages of EAL development. At the end of Stage 5, students are at a point in their language development where they are proficient additional language learners and can function at their age and grade level. Therefore, the end of Stage 5 of the Manitoba Senior Years EAL Acquisition Continuum corresponds approximately with CLB level 9.

A recent research project, which involved an analysis of Manitoba's Grade 12 EAL for Academic Success course intended for Stage 5 learners, confirmed this finding. The entry level of the course was "benchmarked" as being at a CLB Stage 8-9 (Pettit and Slivinski).



The following chart is an approximate guide to the articulation between the two frameworks.

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**CHART 4**

**Manitoba Senior Years EAL**

1	2	3	4	5
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1	2	3	4	5	6	7	8	9
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**Canadian Language Benchmarks**

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## 1.15 EAL LEARNERS WHO NEED ADDITIONAL SUPPORTS

In this section, we will consider issues related to EAL learners who appear to need additional supports for learning. EAL programming models as described in this document, whether in the form of bilingual education models or in other forms, are common around the world as a means of developing bilingual or multilingual fluency.

However, because EAL learners are not proficient in the language in which the curriculum is taught and often have had very different educational and life experiences, they may have difficulty with some content learning. Learners will have different degrees of English proficiency in different contexts. For example, students may sound proficient in social contexts so that teachers mistakenly assume that they have mastered the abstract language of instruction, which actually takes much longer to develop. With this assumption, it is easy to attribute academic difficulties (see Section 2) to factors within the students themselves rather than to normal manifestations of learning a new language or inappropriate learning contexts.

Learners who require EAL programming and supports do not necessarily have underlying learning needs due to cognitive and/or developmental challenges. For much of the world, it is common rather than exceptional to be somewhere on a continuum of learning/knowing two or more languages. On the other hand, the diversity of learning needs experienced by the general student population appears in EAL learners as well.

By analogy, English-speaking students who learn in a French Immersion environment are recognized primarily as language learners, with the usual variations in aptitudes, learning styles, and other learning needs. Similarly, appropriate education for EAL learners will usually focus on specialized language programming, with support for other learning needs when necessary.

A Canadian study found that teachers tended to misclassify EAL learners with low oral proficiency as at-risk for reading or learning disability (Limbos and Geva). This suggests that educators have difficulty distinguishing learning disabilities or other learning needs from EAL needs.

A number of factors may lead to this tendency. Gathering the information needed for an accurate assessment takes time and resources. Misunderstanding, lack of cultural awareness, bias, and inappropriate assessment processes and tools may result in EAL learners being misdiagnosed or improperly identified as having exceptional learning needs. Language and academic difficulties displayed by EAL learners may appear similar to those shown by students with exceptional needs, but the underlying factors are quite different.

Therefore, schools need to focus on early intervention strategies for EAL learners who experience unexpected difficulties in schools or whose language and academic development appears to be unusually slow or difficult. A supportive school and

classroom and culturally and linguistically appropriate programming will increase students' engagement and success. Interventions that focus solely on remediation of students' learning and behaviour problems and do not attend to their basic language and academic learning needs will be ineffective.

On the other hand, EAL learners represent the same spectrum of abilities as any other cross-section of the school or the community. The fact that they may require specialized programming to learn the language of instruction does not exclude the possibility that they may need assistance or specialized supports related to other learning needs. Some EAL learners will have special gifts or talents that need opportunities for development. Other EAL learners may have additional learning needs that stem from specific learning disabilities, or other cognitive, physical, or psychological challenges. These may include the following:

- Deafness and hard of hearing
- Blindness and visual impairments
- Physical and medical disabilities
- Cognitive impairments
- Speech, language, and communication needs
- Pervasive developmental disorders
- Learning disabilities
- Social, emotional, and behavioural difficulties
- Alcohol-related neurodevelopmental disorder (ARND)

EAL learners are often at a disadvantage because of the difficulty in finding linguistically and culturally appropriate assessment instruments and educators with relevant cultural and/or linguistic awareness to conduct and interpret assessments. However, those who do have identified needs will require a continuum of supports and services that address both English language learning and their other needs.

## Early Intervention for Learners who are Struggling

It is important to identify EAL learners who are struggling in spite of the provision of appropriate EAL programming. Most learning problems can be prevented through an effective initial assessment and placements in positive school and classroom contexts that provide appropriate EAL programming and recognize individual and cultural differences. However, even in the most positive environments, some learners will still experience unexpected difficulties. It may take time to determine if the difficulty is due to language, previous school experiences, cultural adaptation, a learning disability, or some combination of factors. For students who are struggling, early intervention strategies must be implemented as soon as learning problems are noted. This should be a first step in responding to unexpected difficulties and should occur before referring learners for specialized assessment or supports.

Where possible, the strategies developed to respond to the learner needs should evolve through the collaborative efforts of the parents and EAL, classroom, and resource teachers, as well as other educators in the school.

It is also possible that the information gathered as part of the initial reception and assessment may not have included relevant factors that are affecting student learning. Therefore, a review of the student's prior learning and language experiences and other factors should be part of this strategy development. Learners from refugee or war-affected backgrounds may have significant educational gaps that may have not been reported or they may be experiencing other stresses that may have an effect on their learning. Students should not be in programs designed for learning difficulties if they have not yet had the opportunity for age-appropriate schooling.

## Preventing Inappropriate Educational Programming or Placement

When an EAL learner appears to be encountering difficulties, it is important to describe the specific difficulties before attempting to diagnose. As mentioned previously, many behaviours can either be a natural part of the English language learning process or a disability. For example, a child may not pronounce sounds that are not present in her first language. A student who does not transfer learning from one lesson to the next may not remember words orally with no context. A student may be easily frustrated because of fatigue from processing a new language or feeling unsuccessful (Hamayan et al.).

Hamayan et al. discuss seven integral factors that influence student learning and achievement. Gathering information about these factors provides a context for determining the nature of a student's difficulties and may also provide ideas for being proactive in preventing issues. The factors include the following:

1. The learning environment created for the student
2. Personal and family factors
3. Physical and psychological factors
4. Previous schooling
5. Proficiency in oral language and literacy in both first (L1) and additional language (L2)
6. Academic achievement in both L1, if available, and L2
7. Cross-cultural factors

Students who are EAL learners who do not receive appropriate educational programming may experience lowered expectations, and may perceive a stigma that affects self-esteem, motivation, and behaviour, which can lead to dropping out of school.

To prevent inappropriate educational programming or placement, educational literature emphasizes the importance of effective pre-referral processes and strategies that can prevent such problems (Aladjem; Benavides; Litt; Ortiz & Maldonado-Colon). An initial process could include the following steps:

- Identify the problems experienced by the student. Describe behaviours in terms of what the child can do in what context, rather than apply a label (e.g., “This child does not respond to oral instructions in the classroom,” rather than “This child has no comprehension.”).
- Present the problem to the school team working with EAL students (likely including the EAL teacher, the classroom teacher, resource teacher, and other support staff). Bring the data, including qualitative and samples of work, to the meeting.
- Consider the source of the behaviour from both EAL and disability perspectives.
- Invite the parents to the meeting with an interpreter if necessary. The parents or cross-cultural workers may also be able to place the child’s behaviour in the context of cultural norms for development and interaction patterns. They may also clarify information that was initially collected in the reception process. A careful language development history and a picture of current home language use will help the team to know how much access the student has had to opportunities to learn English for school, or to know which cultural norms may differ.
- Develop a plan of action at the meeting to be implemented by all concerned parties. Plan pro-actively. Beginning with an EAL perspective allows for observation of the student in a language-enriched environment.
- Have a follow-up meeting to discuss the effectiveness of the proposed interventions and how they did or did not work. If the difficulty is related to second language learning, attention to those needs should result in improved results. If the student still struggles, other explanations should be considered.

In addition to such pre-referral protocols, the effective and appropriate initial assessment of EAL learners and educational planning can reduce the chances of students struggling or experiencing failure. The literature also emphasizes the need for learners to be provided with appropriate EAL programming, whether this is by flexible EAL programming in the classroom, specialized EAL programming, or in the form of bilingual programs that respond effectively to the needs of the range of EAL learners. If the language that students are exposed to is comprehensible for just 30 minutes a day with the EAL teacher, then incomprehensible for the rest of the day, it is not surprising when they struggle with learning tasks.

Effective assessment protocols and processes and classroom instruction that includes appropriate EAL programming help prevent inappropriate referrals prevent inappropriate referrals for interventions around academic or behavioural needs.

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