

**Towards Inclusion: Programming
for English as a Second
Language Students, Senior 1-4**

**A Supplementary
Resource for
Senior Years Schools**

**Renewing Education:
New Directions**

**Manitoba
Education
and Training**
Linda G. McIntosh,
Minister



**TOWARDS INCLUSION:
PROGRAMMING FOR ENGLISH AS
A SECOND LANGUAGE STUDENTS,
SENIOR 1-4**

A Supplementary Resource for Senior Years Schools

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PURPOSE OF DOCUMENT

In this support document, Manitoba Education and Training provides Senior Years schools with information on planning programming for English as a second language (ESL) students and implementing the ESL (E) course designation. This resource is intended to supplement *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4*, which outlines the purpose and application of the E course designation.

Towards Inclusion: Programming for English as a Second Language Students, Senior 1-4 is intended as an instructional programming resource to facilitate the integration of ESL students into regular Senior Years programming. ESL programming is not intended to isolate or exclude ESL students from the benefits of an education.

ADAPTING CURRICULA FOR ESL STUDENTS

Schools may significantly adapt the curriculum goals and objectives or outcomes of any department-developed or -approved course to facilitate an ESL student's English language acquisition and transition to regular Senior Years programming. The E course designation must be used for any curriculum adapted 50 per cent or more. This designation does not set limitations on teacher-student contact time or on the percentage of time a student spends in the classroom versus pull-out time. These factors are determined by the learning requirements of the ESL student and the class as a whole in relation to the resources available in each particular school or school division/district.

Curriculum adaptations are to be undertaken **before** an ESL student begins a course. They should be made on an **individual course basis** using an Individual Education Plan (IEP).

What kinds of curriculum adaptations may be made?

Adaptations of curriculum goals and objectives or outcomes may require substantial changes in curriculum delivery. These adaptations are intended to help ESL students develop basic interpersonal communication skills, cognitive academic language proficiency, and subject-area knowledge to prepare them for success in Senior Years courses where English is the language of instruction.

Content Adaptations

The content of learning resources may need to be adapted to accommodate the ESL learner's linguistic and academic needs. Adaptations may be required when this content proves too challenging for the learner in the form that it is presented. ESL learners may not always have the subject-specific vocabulary or the grade-appropriate linguistic skills; however, they often do have sufficient English language skills to benefit from content-based instruction in an integrated classroom setting. If the teacher believes that the concepts are both relevant and attainable when presented in an alternative form, adaptations may be made. Important and relevant concepts can still be taught within an E designated course.

Content adaptations may include

- modifying the presentation of material
- reducing the amount of material presented
- rewording the text or handout material using more appropriate vocabulary
- simplifying charts, diagrams, and examples, while allowing key points to remain

Alternative materials, with adjustments to vocabulary, presentation, or product expectations, may be used in adapting content to help teach concepts and enrich learning. Such materials include low-vocabulary/high-interest novels or subject workbooks with less detailed page displays, which are offered by most publishers of ESL educational materials. These adaptations allow students to continue learning by “paralleling” course content in the most enabling, relevant environment with teacher and peer support.

Process Adaptations

Process adaptations refer to adjustments in the delivery and pacing of a course. Teachers need an appreciation of the wide range of linguistic skills required of second language learners and an awareness of the types of difficulty learners are likely to encounter.

ESL learners may demonstrate strong communicative language skills but may not have the cognitive academic language proficiency necessary for success in content areas. It is these skills that teachers need to help students develop. Initially, students may have difficulty with new vocabulary, exhibit differences between written and spoken language skills, demonstrate weak study skills, and lack background knowledge. The teacher should help learners overcome their reluctance to engage in reading, and help them comprehend the reading and apply the skills they have learned to other reading tasks. This may mean presenting materials at a slower rate using simplified vocabulary to increase comprehension, using various methods of review, and allowing more time for learners to understand the language and concepts.

In making process adaptations, teachers need to

- embed content within meaningful contexts by actively involving all six language modes: listening, speaking, reading, writing, viewing, and representing
- identify and teach specific vocabulary that cannot be simplified
- define content and language outcomes so that learning can be measured
- organize material into small, easily attainable, and sequential steps so that students can develop learning skills and master content

Use of the “preview, view, and review” instructional approach introduced by A.U. Chamot and J.M. O’Malley (1987), who developed the Cognitive Academic Language Learning Approach (CALLA), involves the following five steps in lesson planning.

- 1. Preparation:** The teacher prepares students for a lesson by focusing their attention on the topic and having them make connections between what they already know and what they have not yet learned.
- 2. Presentation:** The teacher outlines the major concept(s) in the lesson by explaining it, demonstrating a process, and having students read and take notes. As well, the teacher may lead a brainstorming activity to generate some of the dominant themes for students to research, assign reading with a specific focus, or read with students, pointing out titles, pictures, maps, and graphs, and reading first and last paragraphs.
- 3. Practice:** The teacher involves students in an activity that allows them to practise what has been presented so that they can fully understand the concept(s). Through practice and hands-on experience, students are better able to consolidate their learning and manipulate both the concept(s) and the language skills needed to express what they have learned.

4. **Evaluation:** The teacher evaluates students' knowledge of the lesson to see what they have understood. This can be accomplished in a variety of ways. For example, students could
 - share their observations
 - prepare a short presentation
 - participate in a cooperative peer activity
 - note what they have learned in order of priority
 - ask unanswered questions

5. **Follow-up (expansion):** The teacher assigns an activity that allows students to integrate the new concept(s) and skills they have acquired with their prior knowledge and experiences. Activities could include
 - reading extensively on the topic
 - participating in skits and role plays
 - designing posters and writing letters
 - inviting speakers to the classroom to talk about the issue(s)

The CALLA model provides all teachers with useful general guidelines for instructional planning. It is an excellent scheme for incorporating content, language, and learning strategies into effective lesson planning. More specific procedures for planning integrated lessons, along with detailed information about the teaching of academic language and learning strategies, are contained in the Manitoba Education and Training document *Secondary Sourcebook for Integrating ESL and Content Instruction Using the Foresee Approach* (1994). The Foresee Approach was developed by Richard Kidd and Brenda Marquardson.

The process of developing content-based teaching strategies and lesson plans for ESL students involves collaboration among classroom teachers and ESL/resource teachers. This will benefit the classroom teachers and ultimately the students.

Product Adaptations

Product adaptations may include reducing the amount of material the learner is expected to produce. This may mean adjusting the process by which the learner produces the product. It should reflect not only linguistic and content elements, but also skills in thinking areas and in affective and social areas. The product should be used as a means of assessing the acquisition of particular language and concepts, rather than as a method of comparison or competition.

Assignments may also need to be adapted. The teacher should be aware of the ESL learners' ability to write and express ideas. They may not have sufficient English language proficiency to understand a question, even though they may well understand the concept(s). Checking for learners' understanding can be done in a variety of ways, including the following.

- **Teacher observations:** Observe students while they work and interact with one another in practice situations.
- **Classroom discussion:** Discuss language and concepts that have been covered, allowing students to articulate their understanding verbally, rather than in writing. Since the goal is to improve spoken communication, encourage oral presentations through individual, group, and cooperative learning experiences involving full participation.

The teacher should present the criteria that will be used to evaluate the ESL learners, and ensure that both the ESL learners and the class understand the criteria. By doing so, the teacher prevents misunderstandings and misconceptions about the ESL learners.

SECOND LANGUAGE ACQUISITION AND LEARNING: SOME THEORETICAL AND PEDAGOGICAL CONSIDERATIONS

What does current research say about second language acquisition and learning?

A great deal of research has been done over the past 20 years on first and second language acquisition and learning. This research has revealed factors that contribute to language acquisition and learning, including the following.

- **Students acquire and learn their second language best when the setting is natural and meaningful.** Communication involving the speaker, listener, and message in meaningful situations is essential. Language learning is more than just learning vocabulary or grammatical rules; it is knowing how and when to use those rules to communicate effectively. Although rules are a component of language learning, the focus should be on communication.
- **Students learn from their peers.** Students learn language through social activity and interaction with peers in order to meet their social needs. The teacher, no matter how resourceful, cannot provide all the forms of input that learners encounter in real-life situations.
- **A grammatical syllabus limits students' opportunities for language acquisition.** Language development is enhanced when students have sufficient opportunities to experience language that is interesting, relevant, and comprehensible. Furthermore, ESL students acquire and master grammatical rules in a different order than first language learners. Although the order in which ESL students master some grammatical rules is somewhat predictable, second language teaching should not be a presentation of a rigid sequence of grammatical rules. This approach would ignore the learners' needs and limit their opportunities for meaningful language experiences.
- **A welcoming and supportive "whole" school environment enhances ESL learning.** All classroom teachers, administrators, and support staff must recognize their role in creating a supportive environment that provides ESL learners with appropriate adaptations of content and teaching methods, meaningful situations, and opportunities for interaction. A positive school environment that welcomes ESL learners facilitates their integration and enhances their opportunities for success.

What factors facilitate or hinder language acquisition and learning?

The chart below provides an overview of some of the factors that facilitate or hinder language acquisition and learning.

Factors That Facilitate or Hinder Language Acquisition and Learning	
<p style="text-align: center;">Encouraging Factors</p> <ul style="list-style-type: none"> • using real and natural language to develop listening, speaking, reading, writing, viewing, and representing skills • using language that focuses on communication • participating and interacting with native English speakers • presenting relevant and interesting topics in a stimulating manner • accepting errors as part of language learning; focusing on the message to be communicated • learning language within a context, not as isolated words and sentences • providing language learning experiences that are relevant and useful to the learner • allowing the learner to speak when ready • providing sufficient time for learning 	<p style="text-align: center;">Discouraging Factors</p> <ul style="list-style-type: none"> • using or creating language artificially • using language that focuses only on form, not function • isolating ESL students • presenting inappropriate topics in an uninviting manner • viewing mistakes as an invalid part of language learning; stressing correct language usage over communication • learning language out of context • providing language learning experiences that are irrelevant and not useful to the learner • forcing the learner to speak • imposing intense pressure on students to complete work or to make progress within inappropriate time limits

What instructional issues should be considered in adapting or developing courses for ESL students?

Teachers should identify the minimum level of subject-specific competencies (i.e., essential words, concepts, and skills) that students need to acquire to succeed. With this framework, teachers are able to diagnose accurately what content and language skills to include in adapting E designated courses or developing school-initiated courses (SICs) or student-initiated projects (SIPs) for ESL students.

Classroom teachers should adapt curricula and their teaching strategies to accommodate students who have limited English language proficiency. A partnership should be established between the ESL/resource teacher, who can offer expertise on language learning and second language methodologies, and the subject-area teacher, who can offer knowledge of the content to be covered and skills to be learned. Together, these teachers are able to coordinate the outcomes, ensuring that the learners' language needs and content needs are being met.

The “sheltered English” approach is one method used to accommodate ESL students, particularly at the early stages of their linguistic development. It involves adapting the language of instruction, making it comprehensible to learners while covering the required curriculum content and meeting graduation requirements. Although this approach is intended for ESL students, many of the strategies can be used in regular subject-area classes without sacrificing the needs of regular Senior Years students.

As students learn concepts and language simultaneously, integrating language and content is more effective than simply learning about language. Content-based ESL learning experiences facilitate the development of higher levels of language and thinking skills. Below are some important reasons for integrating content and language learning.

- Integrated instruction facilitates both cognitive development and language development.
- Content provides real meaning for language structures that may seem abstract or that may appear to have little value to the learner.
- Student motivation increases when language and subject-area content are combined.

Furthermore, research has demonstrated that second language learners need to develop two different sets of language competencies: basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (J. Cummins, 1979).

- BICS refer to those language skills that allow for communicative competence, that is, the control over English vocabulary, structures, and rules of social appropriateness that students need to function in everyday social situations. Within a year or two, with appropriate ESL learning experiences, ESL students acquire the BICS necessary to interact successfully with their peers. Although BICS are important, they are insufficient for cognitively demanding and more abstract academic language tasks.
- CALP refers to higher-order language skills that are essential for problem solving, inferring, analyzing, synthesizing, and predicting. The acquisition of CALP, which is essential for academic success, is a more challenging and lengthy process than the acquisition of BICS. Some students may require from five to seven years to develop CALP.

The acquisition of CALP is facilitated by content-area ESL learning experiences and is context embedded and cognitively demanding.* Effective content-area ESL learning experiences help students comprehend difficult or challenging material by providing deliberate and carefully planned contextual support (e.g., pictures, diagrams, videotapes, and real-life examples). These ESL learning experiences can be provided through adapted E designated courses or transitional ESL-SICs. However, successful content-area ESL learning experiences require careful planning and collaboration among the ESL/resource teacher(s) and subject-area specialists.

Many ESL students may come out of ESL or bilingual programming with strong oral skills, but have inadequate or underdeveloped academic language skills. They will need support to transfer the knowledge and skills they have acquired in their first language.

* For further information on content-based ESL teaching approaches, see *Secondary Sourcebook for Integrating ESL and Content Instruction Using the Foresee Approach* (1994).

What supports may be required to implement courses adapted or developed for ESL students?

In implementing E designated courses and ESL-SICs, the planning team should consider the kinds of teacher, student, resource, and classroom supports that may be required.

Teacher Considerations

- Teachers should have a sound knowledge of ESL instruction and experience in working with ESL students, developed through courses, workshops, and classroom practice.
- Teachers should be aware of ESL policies and instructional approaches developed or recommended by the department regarding ESL programming and the inclusion of ESL students in the regular Senior Years environment.
- Teachers require sufficient time to do the initial planning for an E designated course or an ESL-SIC.
- Teachers may require in-class assistance, team-teaching time, help with materials, and suggestions for evaluation.

Student Considerations

- ESL students may require additional time and assistance to complete assignments and prepare for tests.
- ESL students should understand and be involved in planning their IEPs.
- ESL students' language learning can be enhanced by working with a "buddy" or tutor on assignments and projects.

Learning Resource Considerations

- Learning resources specifically developed for ESL learners facilitate language acquisition and curriculum adaptation.

- ESL resources may include
 - age-appropriate texts with multiple vocabulary levels
 - videotapes or audiotapes for student review
 - computer-assisted learning software and computer hardware and accessories to enhance learning
 - games, kits, or other resources that allow for classroom interaction
 - visual resources such as posters, overheads, and charts that serve as contextual aids

Classroom Considerations

- Care should be taken to ensure that class size is appropriate and enables ESL programming to be enhanced and to succeed.
- Establishing an inclusive and safe classroom environment conducive to the integration of ESL learners helps students feel welcome and respected in the classroom.
- All students should be made aware of the learning requirements of ESL students, the goals of integration and adaptation, and the role that the whole class can play in making the ESL learning experience a success for all.
- All students may learn important interpersonal and social skills and develop positive attitudes through experiences such as tutoring, cooperative groups, and interactive learning experiences.
- The physical environment can play an important role in creating an inclusive and effective classroom setting. Consideration should be given to
 - the arrangement of desks and distribution of students
 - the availability of tables for group work
 - the use of visuals to reinforce concepts

THE ESL LEARNING CONTINUUM

How does the ESL learning continuum affect ESL programming and course selection?

ESL students enter school at different stages of their English language development. Consequently, the level and extent of ESL programming they require will vary. Their prior learning experiences, school/academic records, individual strengths and weaknesses as learners, and initial level of English language proficiency determine the supports and time they require to be fully integrated into regular Senior Years programming and to achieve their educational and career goals.

Various labels, such as Limited English Proficiency (LEP), Limited English Speaking (LES), and Non-English Speaking (NES), have been used to describe students for whom English is not the first language. Such labels are frequently inaccurate and fail to take into account the individual's ability for language learning. Language and academic assessment instruments can provide helpful information about what ESL students are capable of understanding and producing but do not tell educators everything they need to know about the students. The main purpose of the initial assessment of ESL students is to begin the process of planning their ESL programming and developing their IEPs.

Students for whom English is an additional language may progress through up to four levels of language/academic development before they are fully integrated into regular Senior Years programming. The following four broad levels of ESL proficiency may be useful in developing goals and objectives or outcomes for ESL students.

1. **Literacy ESL:** Many students who have had their education interrupted or have had little or no formal educational experiences require literacy ESL supports. They are functionally illiterate in their first language. They may have a very limited vocabulary.

Programming: Initially, students need intensive specialized language instruction with a focus on developing basic interpersonal communication skills and literacy. One-on-one tutoring is essential. Many students will require additional time to complete their Senior Years graduation requirements.

2. **Beginner ESL:** Initially, students at this level have minimal or no English vocabulary. They may know how to say their names or answer questions with one-word answers. Their writing is limited to their names and a few words.

Programming: Students benefit most from one-on-one tutoring and small-group work, use of concrete vocabulary, and involvement in classroom activities, art, sports, and games.

3. **Intermediate ESL:** Initially, students at this level understand approximately 20-30 per cent of the English they hear. They can repeat and understand simple phrases but cannot communicate well enough to meet their own needs. In writing, they make many errors in grammar, spelling, and usage.

As students progress in their English language acquisition and learning, they are able to understand 50-60 per cent of what they hear. Subject-area instruction enhances their vocabulary and improves their reading and writing skills.

Programming: Students need to be integrated into the regular classroom setting, with lesson plans adapted to their needs. Subject-area instruction facilitates the development of CALP.

4. **Advanced ESL:** These students can understand most of what they hear and can read and write effectively with few errors. They can understand directions given in the classroom.

Programming: Students should be integrated into regular Senior Years programming. They should be expected to complete most class work and assignments successfully with some ESL support for “gaps” and weak areas.

All ESL students arrive in schools with varied and unique experiences. They differ greatly in their academic skills, aspirations, motivation, and desire to succeed in school. Each student has specific needs and hence requires an individual approach to programming. Many students are successful within a short period of time both in acquiring the new language and in transferring academic skills. Others who have had interruptions in their previous schooling require extensive programming and ongoing ESL resource help throughout their Senior Years.

TRANSITIONAL AND INTEGRATED ESL PROGRAMMING APPROACHES

What are the differences between transitional and integrated ESL programming approaches?

Transitional and integrated ESL programming are two approaches schools use to meet the learning requirements of ESL students. The approach a school takes depends upon a variety of factors, including the number of ESL students it has and the resources available. While there are significant differences between the two programming approaches, both have proven to be very effective when fully implemented and supported.

Transitional ESL Programming

Transitional ESL programming is often found in Senior Years schools that have a large number of ESL students. With this approach, ESL classes tend to be self-contained (i.e., beginning and intermediate ESL students tend to spend a significant portion of their school day in an ESL classroom). The intent is to provide a bridge in preparing students to enter into regular Senior Years programming. The main focus of transitional programming is to facilitate second language learning through the formal study of English and subject-area ESL courses. Subject-area ESL learning opportunities may be provided through ESL-SICs or -SIPs or by adapting department-developed or -approved curricula (E designated courses).

Transitional ESL programming usually offers several levels of ESL instruction to accommodate the linguistic needs of ESL students. Students with no previous exposure to English progress from a beginner level of ESL instruction to intermediate and advanced levels, and finally to full integration into regular Senior Years programming.

Some students may, however, require additional support and instruction before entering the beginner level of ESL instruction. These students may have had their education interrupted for extended periods of time or they may not have had access to formal school programming; therefore, they may be functionally illiterate in their first language.

The language levels used to accommodate ESL students in transitional ESL programming are defined below.

1. At the **literacy ESL level**, students require intensive learning experiences, including one-on-one tutoring, to develop basic literacy and English language skills.
2. At the **beginner ESL level**, students spend most of their day in the ESL classroom learning English, acquiring literacy skills, and adjusting to their new school and community. These learning experiences usually occur through SICs designed for ESL learners. Because the goal is to integrate ESL students into regular Senior Years programming, they are encouraged to participate and earn credits in as many courses as feasible. Not all courses need to be adapted for ESL students. Many beginning ESL students are able to engage successfully in such courses as home economics, physical education, vocational education, the arts, and music with minimal or no adaptations.
3. At the **intermediate ESL level**, students spend part of their day in the ESL classroom and part in regular courses. Many students at this level also participate in transitional ESL programming as bridging classes to the regular classroom settings. Transitional ESL-SICs focus on content-based instruction in the core subject areas (i.e., language arts, mathematics, sciences, and social studies). Credits earned through transitional ESL-SICs or -SIPs are deemed to be optional supplementary courses.
4. At the **advanced ESL level**, students may spend one period a day receiving ESL/resource support or participate in one or two transitional ESL-SICs and/or one or two Foundation (F)* or Specialized (S) designated courses. Transitional ESL-SICs or -SIPs may be offered in any subject area as bridging courses to regular Senior Years programming. English language arts transitional courses are especially useful in developing ESL students' CALP.

* The F course designation will come into effect as new curricula and policies are implemented in accordance with *A Blueprint for Action* (1994) and *The Action Plan* (1995). Schools will report courses using the General (G) course designation until the department advises differently.

Integrated ESL Programming

Integrated ESL programming is used in schools that have relatively few ESL students who need to be integrated into regular Senior Years programming. The key feature of this approach is that ESL learners receive the majority of their ESL learning experiences within a regular classroom setting regardless of their English language proficiency. Students are provided with a limited number of ESL-SICs to aid in their development of basic English language skills. However, E designated courses are the primary means of making the transition to regular Senior Years programming. This contrasts with the transitional ESL programming approach in which the primary means of making the transition to regular classroom instruction occurs through ESL-SICs that focus on content-based instruction in the core subject areas (i.e., language arts, mathematics, sciences, and social studies).

Schools that use the integrated ESL programming approach adapt the Senior Years curricula to accommodate the needs of ESL learners. Teachers may adapt content and language instruction for one or two ESL students or for a group of students. They present and teach subject matter in a manner that is comprehensible to the learners. Curriculum content is not omitted or diluted but rather presented in language that ESL students understand. Ideally, language learning and subject-area instruction are to be fully integrated within every classroom. Many ESL learners receive additional support from the ESL/resource teacher(s).

Subject-area teachers who lack experience working with ESL students will benefit from having an ESL specialist or resource teacher visit their classrooms. The ESL specialist can assist classroom teachers as well as provide supplementary materials and activities for ESL learners.

It is important that classroom teachers be innovative and provide a variety of language learning opportunities for students. The adaptation of content and language instruction allows ESL students to participate in regular subject-area classes with their peers.

What are the positive features of each ESL programming approach?

Although both ESL programming approaches can be effective and provide good learning experiences, each approach has different positive features. The chart below provides an overview of the positive features of each ESL programming approach.

The Positive Features of Transitional and Integrated ESL Programming	
<p>Transitional ESL Programming</p> <ul style="list-style-type: none"> • All ESL students are given the time and opportunity to focus on developing their language skills. • The regular class size is often reduced, allowing the teacher to focus on English-speaking students and the mandated curriculum. • Students have the opportunity to be instructed by an ESL specialist trained in ESL methodologies. • The ESL classroom provides a safe and secure environment where ESL students are welcomed. • Students have the opportunity to become acclimatized to the new school and community before they are integrated into regular classes, making the transition easier for both students and teachers. • Students have access to a variety of ESL-SICs, as well as department-developed or -approved courses adapted for ESL purposes (E designated courses). • Because of increased exposure to and interaction with students, the ESL teacher is better able to assess and address specific requirements of each student. 	<p>Integrated ESL Programming</p> <ul style="list-style-type: none"> • Students are placed in regular classes where content and skill development is age appropriate. • Students are exposed to good second language models and enriched learning experiences when placed with English-speaking peers. • Students are immersed in content-specific language, enabling them to integrate language learning with content learning. • Student motivation increases when they learn language structures and content together. • Students have the opportunity to interact more frequently with non-ESL students. • Students are less likely to feel isolated from regular Senior Years programming. • Students have access to department-developed or -approved courses adapted for ESL purposes (E designated courses), and a limited number of ESL-SICs.

Quality second language programming does not exclude students from regular Senior Years programming until they are “ready” to participate; nor does it place students in the regular classroom with the expectation that they will learn on their own. Quality programming should support ESL students’ learning throughout the day.

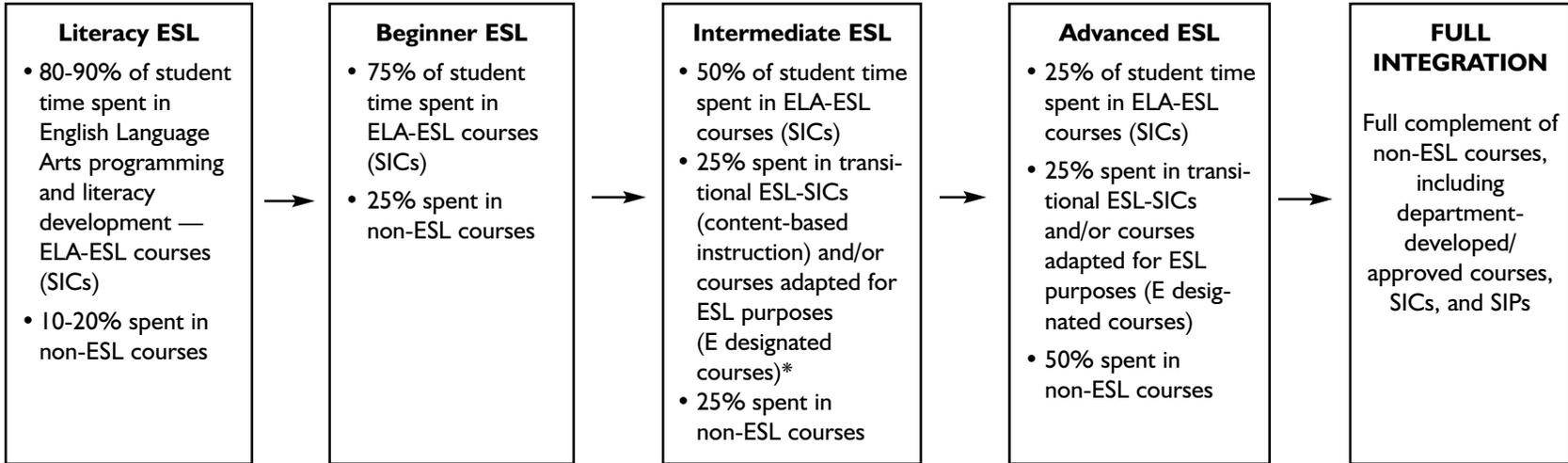
The ESL/resource teacher(s) should not be expected to assume full responsibility for ESL students and their learning. All classroom teachers must recognize that language learning occurs throughout the whole curriculum through flexible, meaningful, and effective content instruction.

What are some examples of ESL programming options?

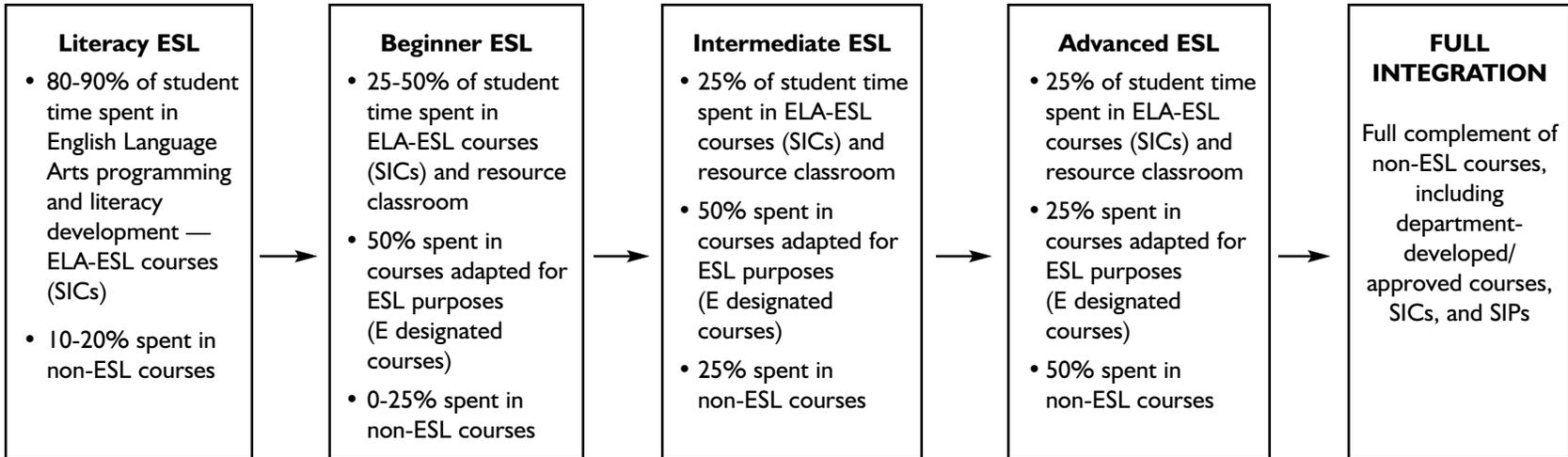
The diagrams for the transitional and integrated ESL programming models that appear on the following pages provide an overview of the progression of levels and course options that may be available to ESL students. The diagrams are followed by three case studies that help illustrate the various routes ESL students may take to complete their studies successfully and meet graduation requirements.

A Comparison of Transitional and Integrated Programming Models

Transitional ESL Programming Model

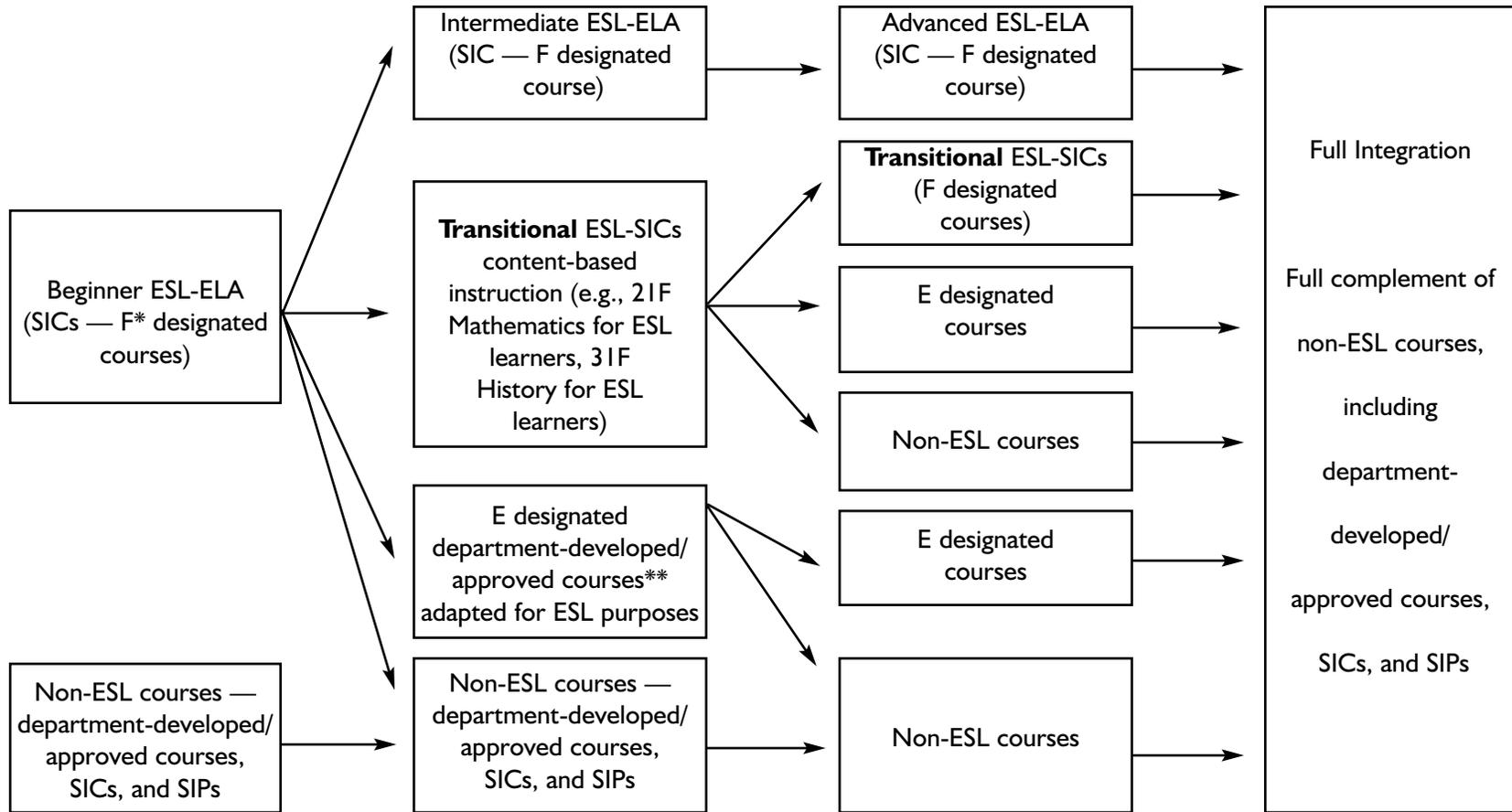


Integrated ESL Programming Model



* The E course designation applies to a department-developed or -approved curriculum that has been adapted 50 per cent or more to meet an ESL student's learning requirements.

Transitional ESL Programming Model Student/Course Progression Diagram

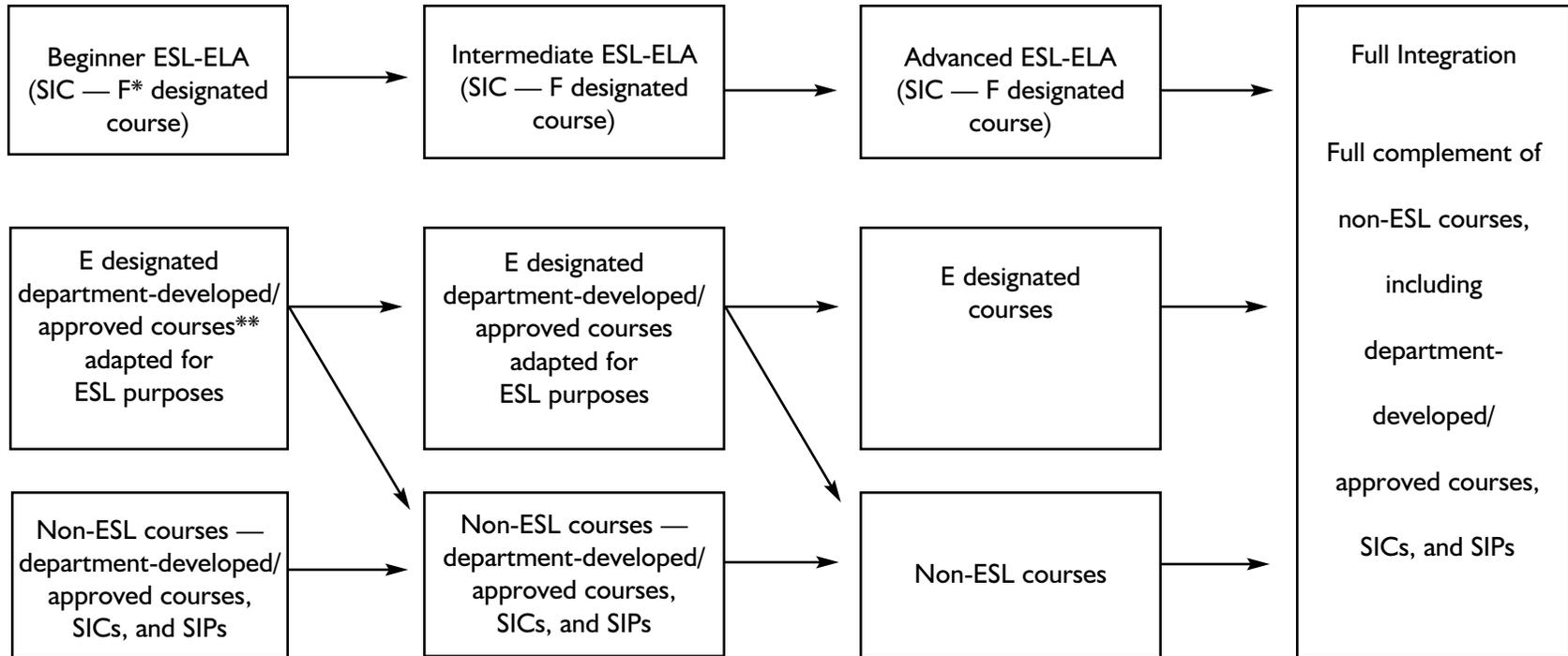


Towards Inclusion: Programming for English as a Second Language Students, Senior 1-4

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** The E course designation applies to any department-developed or -approved curriculum that has been adapted 50 per cent or more to meet an ESL student's learning requirements.

Integrated ESL Programming Model Student/Course Progression Diagram



* The F course designation will come into effect as new curricula and policies are implemented in accordance with *A Blueprint for Action* (1994) and *The Action Plan* (1995). Schools will report courses using the General (G) course designation until the department advises differently.

** The E course designation applies to any department-developed or -approved curriculum that has been adapted 50 per cent or more to meet an ESL student's learning requirements.

MAKING CHOICES: ESL PROGRAMMING CASE STUDIES

Decisions regarding ESL programming and placement of ESL students are not clear-cut or foolproof. There are many grey areas. Programming and placement decisions should be made on an individual student basis involving the teacher(s), administrator, student, and parent(s) or guardian(s). Flexibility is required of everyone involved in this process. The following case studies illustrate various ESL programming options.

Case Study I

*Pavel arrived at school as a 15-year-old student with very little knowledge of English but a very sound academic background. Pavel had a friendly and outgoing personality and was eager to learn English. His ambition was to complete Senior Years school and proceed to university. Pavel quickly progressed through the ESL programming and within a year had a full program of studies with grades that placed him on the honour roll. Pavel attended a school that employed a **transitional ESL programming approach**.*

Year 1	Year 2	Year 3
1st Semester	1st Semester	1st Semester
Intermediate ELA-ESL 11F*	ELA 20F	ELA 40S
Science-ESL 11F	Phys. Ed. 35F	Math 40S
Math-ESL 11F	Math 30S	French: 3-Year
ELA 10E**	French: 3-Year	Re-entry 40F
Out-of-Province	Re-entry 30F	Optional Supplementary
Credits 5	Optional Supplementary	Courses
(Senior 1)	Courses	
2nd Semester	2nd Semester	2nd Semester
Advanced ELA-ESL 21F	ELA 30S	Soc. St. 40S
Phys. Ed. 20F	Chemistry 30S	Chemistry 40S
Math 20F	Soc. St. 30S	Special Language
Science 20E	Optional Supplementary	Credit Option
Soc. St. 20E	Courses	Optional Supplementary
French: 3-Year		Courses
Re-entry 20F		

* The F course designation will come into effect as new curricula and policies are implemented in accordance with *A Blueprint for Action* (1994) and *The Action Plan* (1995). Schools will report courses using the General (G) course designation until the department advises differently.

**The E course designation applies to a department-developed or -approved curriculum that has been adapted 50 per cent or more to meet the ESL student's learning requirements.

Case Study 3

*Dulce arrived at school as a 17-year-old student with a limited knowledge of English. Although she had attended school in her country of origin, her academic skills were weak and she was two to three years below grade level. Dulce spent two years at the beginner/intermediate ESL level, developing her English language skills and upgrading her academic skills. In her third year, she was placed in Senior 3 and continued to receive ESL support. She continued to struggle through Senior 3 and Senior 4 as an adult student and graduated with credits that allowed her to continue her studies at a community college. Dulce attended a school that employed a **transitional ESL programming approach**.*

Year 1	Year 2	Year 3	Year 4
1st Semester	1st Semester	1st Semester	1st Semester
ELA-ESL 11F	ELA-ESL 31F	ELA-Core 30E	ELA 40F
Phys. Ed 10E	Phys. Ed. 35S	Soc. St. 20E	Soc. St. 40F
Home Ec. 10E	Math-ESL 31F	Spanish 30S	Spanish 40S
Art 10E	Science-ESL 31F	Optional Supplementary Courses	Optional Supplementary Courses
Out-of-Province Credits 4 (Senior 1)	Optional Supplementary Courses		
2nd Semester	2nd Semester	2nd Semester	2nd Semester
ELA-ESL 21F	ELA 20E	Biology 30F	Biology 40F
Phys. Ed. 20E	Spanish 20F	Consumer Math* 30S	Consumer Math* 40S
Math-ESL 21F	Consumer Math* 20E	Optional Supplementary Courses	Special Language Credit Option
Science-ESL 21F	Science 20E		
ELA 10E	Optional Supplementary Courses		Optional Supplementary Courses

* The Consumer Mathematics courses for Senior 2, 3, and 4 are under development.

SUPPORTING CHANGE

How are schools and school divisions/districts supported in the change process?

Support to schools and school divisions/districts relating to the information in this document is available by contacting

**Director
Program Implementation Branch
School Programs Division
Manitoba Education and Training
W130 – 1970 Ness Avenue
Winnipeg MB R3J 0Y9**

**Telephone: 204-945-7967
Toll free: 800-282-8069, ext. 7967
Fax: 204-948-3229**

**Director
Curriculum Development and
Implementation Branch
Bureau de l'éducation française
Division
Manitoba Education and Training
509 – 1181 Portage Avenue
Winnipeg MB R3G 0T3**

**Telephone: 204-945-6022
Toll free: 800-282-8069, ext. 6022
Fax: 204-945-1625**

As well, many schools have created school- and/or division-based implementation teams to plan the implementation of new policies and curricula, and to organize and lead ongoing staff development and support activities within the school and/or school division. These teams can also help to inform the local community about the change taking place in schools as new policies and curricula are implemented.

Ideally, school- and/or division-based implementation teams include teachers, administrators, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and divisional levels. Some divisions have established implementation committees to help coordinate the work of the team.

Manitoba Education and Training strongly supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

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