

English as an Additional Language (EAL)

Administrative Procedure 3.A.035

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Reference: Guidelines for the English as an Additional Language (EAL) Support Grant (2006–2007)

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Date Amended:

Date Reviewed: February, 2019; October, 2020; April, 2025

1. Definition of an EAL Learner

For the purposes of these procedures, English as an additional language* learners are those 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.

2. Goals and Principles of EAL Education

Goals of EAL education:

- 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 principles reflect Manitoba's beliefs about the needs of EAL learners:

- English language proficiency and knowledge of Canadian culture are fundamental to the success of learners in the school system and in society.
- There are educational, social, and economic benefits to maintaining a learner's first language(s).* 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.
 - * Some literature uses the term English as a second language (ESL) or English for speakers of other languages (ESOL).
- To facilitate learning, learners should see their history, literature, and cultural experiences reflected in the classroom and in the curriculum.
- 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 multilingual documents and services.
- EAL services should reflect current knowledge with regard to educational research and effective practices.

3. Planning and Implementing EAL Programming: A Shared Responsibility

3.1 Roles and Responsibilities

Manitoba Education, Citizenship and Youth:

- promotes the equitable participation of EAL learners in the educational system in Manitoba
- sets curriculum outcomes and standards, develops necessary policy, and establishes guidelines for EAL services
- provides and allocates funding to school divisions
- works with teams of educators to identify effective practices in EAL and supports educators' efforts to improve EAL services
- analyzes learner enrollment trends and distribution to facilitate long-term educational planning

School divisions:

- provide educationally appropriate EAL services to all learners who require them
- develop local EAL policy, protocol, and procedures
- ensure that educators assigned to deliver EAL services are appropriately trained and have the necessary skills
- ensure that all educators and support staff who work with EAL learners have access to relevant professional learning opportunities
- identify who is responsible for coordinating and administering EAL services in the school division

Schools:

- implement EAL services
- enroll learners and determine classroom and grade placement
- plan educational programming for learners
- inform parents/guardians and consult with them about decisions concerning EAL programming and other aspects of educational planning that significantly affect their children
- facilitate access to resources and support for effective implementation of EAL services
- facilitate collaboration among all educators providing EAL services
- promote an environment that values diversity, bridges cultures, and works to eliminate racism

Teachers of EAL learners:

- work collaboratively to identify, plan, and provide services for EAL learners
- provide effective instruction
- provide ongoing assessment
- report learner progress

3.2 Planning for the Learner

Adaptations and modifications may be required for EAL learners to address their level of English language proficiency and their prior educational and cultural experiences.

- This may include reducing, revising, and/or replacing learning outcomes.
- Based on the assessed needs of the learner, teachers determine the instructional goals that can reasonably be met in the current school year.
- Goals should be recorded in the learner's instructional plan, which includes a schedule or list of the specialized services being provided for that learner (Appendix A).

EAL learners will follow provincial curricula appropriate to their EAL stage of development.

- This will include the EAL curriculum and appropriate adapted or non-adapted subject-area curricula.
- In the Senior Years, programming may include E-designated courses, provincial EAL courses, school-initiated courses (SICs), and compulsory and optional, non-EAL courses in a variety of subject areas.
- To graduate, EAL learners must meet the graduation requirements set by Manitoba Education, Citizenship and Youth. (E-designated courses may be used to meet Senior Years graduation requirements.)

Schools that provide appropriate instruction and assessment, as well as adaptations such as increased time and/or specialized educational materials, give EAL learners the greatest opportunity to experience success.

- Learners who receive appropriate specialized EAL programming and services are more likely to develop the language, literacy, and subject-area knowledge and skills required to achieve the learning outcomes of the provincial curriculum or to continue their studies in the post-secondary or adult learning system.
- Until EAL learners have reached an age- and grade-appropriate level of English language proficiency and require only basic adaptations and scaffolding to enable them to participate meaningfully and successfully in non-EAL designated classrooms or courses, appropriate specialized EAL programming and services are essential.

Programming and assessment for EAL learners should be guided by contemporary knowledge and research on effective second or multiple language learning and EAL approaches and practices.

- A critical element of effective educational planning and instruction is the appropriate reception, initial identification and assessment, and placement of EAL learners.
- Assessment processes and tools should provide an accurate picture of a learner's prior language and academic experiences, level of development, and programming needs (Appendix B).
- The provision of EAL services, the ongoing review of learner progress, and the suspension of or exiting from EAL programming and/or services are professional responsibilities shared by all who are involved in providing direct or indirect educational supports and programming.

4. Procedures for EAL Programming and Services

4.1 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:

- provide a welcoming atmosphere and support new learners and their families

- designate school personnel who collect background information about the learner to assist in initial assessment and placement decisions; information about the learner may include personal history, educational documents, circumstances of immigration, previous educational experience, education plans, and career aspirations
- assistance of an interpreter may be required to ensure successful communication
- establish a team with responsibility for the reception of EAL learners and their families and their induction to the school community

A member of the team should be responsible for providing orientation information to the learner and family. It is helpful to have this information available in the learner's first language.

Orientation information may include:

- basic information about the school community and the structure of the school day and year
- the names 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

4.2 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 to determine appropriate programming needs
- gather initial assessment information formally and informally over a period of one to two weeks
- observe learners as they participate in reading and writing tasks and in mathematics activities, interact with peers, and respond to new tasks and learning situations

- determine the learner's level of literacy in his or her first language to clarify the level of support the learner will require while learning English

4.3 Appropriate Placement

- Early and Middle Years learners should generally be placed in the grade that is appropriate for their age
- ongoing monitoring and a flexible approach are needed to ensure that the learners' EAL programming continues to be appropriate for them
- when assessment and monitoring indicate that he or she may be functioning at a level several grades behind peers, try to obtain more information about the learner's educational background, including any experiences of disrupted schooling or limited access to schooling in the country of origin
- with focused literacy instruction, the learner 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 not related to a lack of knowledge of English or to gaps in their schooling.
- academic progress and social integration should be monitored by the classroom teacher (and, where available, the EAL teacher)
- assess each learner's progress on an ongoing basis

Progress should continue to be monitored until he or she has demonstrated a level of proficiency in English skills similar to that of his or her English-speaking peers.

4.4 Ongoing Review

Annually, review the learner's progress through an assessment of English language proficiency and academic progress (Appendix B). If the learner is not progressing as expected, it may be necessary to assess the learner's needs further and to adjust services accordingly.

4.5 Reporting Progress

- the requirements for reporting the progress and achievement of EAL learners are the same as those established in the provincial curriculum documents.
- where Senior Years learners are enrolled in EAL school-initiated courses (SICs), E-designated courses, and/or provincial Senior Years EAL courses, letter grades and percentages are appropriate to report learner progress.
- letter grades are not appropriate where Kindergarten to Grade 8 EAL learners are not yet able, due to their level of language proficiency, to follow the provincial curriculum or a course in a locally developed curriculum. *Kindergarten to Senior 4 English as an Additional Language (EAL): Manitoba Curriculum Framework of Outcomes* should be used to assess learners and to prepare progress reports.

- progress reports should contain information describing what the learners can do; areas in which they require further attention or development, and ways of supporting them in their learning.
- wherever possible and appropriate, interpreters should be provided for conferences.
- where an EAL specialist is responsible for providing some portion of the learner's educational programming, he or she should provide written information on the learner's progress for inclusion with the report of the classroom teacher.

5. Delivery of EAL Services

Factors such as individual learner needs, the number of learners requiring services, and their location throughout the school and school division will determine the ways in which EAL services are delivered.

EAL services may be delivered in a number of ways, and may include:

- specialized EAL programming such as EAL classes/classrooms; EAL instruction and/or programming; and newcomer; bridging; or transitional programming
- EAL assessment, and educational planning supports
- specialized EAL courses, such as locally developed school-initiated courses (SICs), provincial Senior Years courses, and EAL supportive services
- EAL support to the classroom teacher
- counselling and social/emotional support
- interpreter/translator and community liaison support

6. Glossary

academic communicative competence: the ability to use language to communicate academic knowledge within and across subject areas and reach one's potential academically within the context of formal schooling. A variety of factors are involved, including the EAL learner's previous academic experiences, literacy background, previous life experiences (e.g. trauma), motivation to learn the language, personality, and developmental history.

adaptation of the curriculum: changing the teaching process, the types of materials, and/or the assignments or products a student may produce to achieve the identified learning outcomes. Adaptation retains the learning outcomes of the provincial curriculum, and is provided so the learner can participate in the school programming. Learners receiving instruction that is an adaptation of the curriculum are assessed using the established standards and can receive credit for their work.

appropriate EAL services: services provided for EAL learners who cannot meet the identified learning outcomes. They may include in-class or pull-out EAL support, reception class support, or the support provided in locally developed curricula. Curriculum and instruction provided for EAL learners should reflect current research and effective EAL practices.

assessment: a systematic process of gathering information to make appropriate educational decisions for a learner. It is a collaborative and progressive process designed to identify the learner's strengths and needs, and results in the identification and implementation of selected educational strategies. Assessment of the EAL learner occurs initially to identify appropriate placement and services, and on an ongoing basis to determine progress.

dialect: a regional or social variety of language distinguished by features of vocabulary, pronunciation, and discourse that differ from other varieties.

EAL specialist: a person who has specialized training in the field of EAL—a concentration, diploma, or degree in EAL from the faculty of education of a recognized university.

E-designated courses: provincial Senior Years curriculum adapted for ESL learning purposes for which students may earn Senior Years credits. The “E” designation signals that the curriculum, instructional approach, and assessment have been adapted or modified to meet EAL learning needs. Further information on E-designated courses is outlined in departmental publications (see *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1–4* and *Towards Inclusion: Programming for English as a Second Language Students, Senior 1–4*).

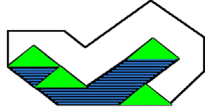
educationally appropriate services: services that reflect current knowledge with regard to effective EAL practices. They are provided by school divisions for all EAL learners along a continuum—from reception services for beginners, through transitional services, to services that offer support during full integration.

English as an additional language (EAL) learners: learners 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.

integration: allows EAL learners to be included in educational settings with their peers, and to be provided with the necessary adaptations to enable them to be successful in those settings.

school-initiated course (SIC): a locally developed course that is part of the educational programming offered by the school division. SICs are developed by school divisions and schools and registered with the Department.

social communicative competence: the ability to use natural speech to communicate in social situations for a variety of purposes, and to function effectively in a variety of social contexts, including the classroom.



Appendix A

School District of Mystery Lake

408 Thompson Drive North · Thompson, Manitoba · R8N 0C5 · Telephone (204) 677-6150 · Fax (204) 677-9528

ENGLISH LANGUAGE ADAPTATIONS

To be used for a student who needs adaptations in one or more subjects to achieve grade level outcomes due to learning English as an additional language and who does not have an Individual Education Plan.

... To be reviewed at each reporting period ...

School: _____ **Year:** _____
Name: _____ **D.O.B (M/D/Y):** _____
Grade/Subject/Course: _____ **Teacher:** _____

Reason(s) for Adaptation(s) *beyond differentiated instruction*:

(Language assessment rubric attached.)

Test / Exams	Classroom Environment	Classroom Task/Activities
<input type="checkbox"/> calculator <input type="checkbox"/> extended time <input type="checkbox"/> simplified wording <input type="checkbox"/> test & exam reviews <input type="checkbox"/> practice questions <input type="checkbox"/> extra assistance <input type="checkbox"/> 1:1 reading – by teacher <input type="checkbox"/> 1:1 reading – by E.A. <input type="checkbox"/> open book <input type="checkbox"/> scribe assistance <input type="checkbox"/> change in question type <input type="checkbox"/> shorten test <input type="checkbox"/> giving of clues <input type="checkbox"/> take test orally <input type="checkbox"/> use of pictures, etc. <input type="checkbox"/> use of manipulatives <input type="checkbox"/> webbing/mapping <input type="checkbox"/> student pullout <input type="checkbox"/> removal of distracters <input type="checkbox"/> take home <input type="checkbox"/> give actual test as a study guide <input type="checkbox"/> highlight key information <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> use of calculator <input type="checkbox"/> tutored by peer <input type="checkbox"/> small group instruction <input type="checkbox"/> 1:1 instruction – by teacher <input type="checkbox"/> 1:1 instruction – by E.A. <input type="checkbox"/> audio tapes <input type="checkbox"/> enlarged print <input type="checkbox"/> alternate reading source <input type="checkbox"/> teacher reads to students <input type="checkbox"/> computer assisted program <input type="checkbox"/> removal of distracters <input type="checkbox"/> photocopies of teachers' notes <input type="checkbox"/> chapter reviews <input type="checkbox"/> chapter summaries <input type="checkbox"/> peer tutoring <input type="checkbox"/> pre-teaching of concepts or vocabulary <input type="checkbox"/> post-teaching of vocabulary or concepts <input type="checkbox"/> small group teaching <input type="checkbox"/> highlight key information <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> use of calculator <input type="checkbox"/> use of dictionary <input type="checkbox"/> computer assisted learning <input type="checkbox"/> extended time <input type="checkbox"/> use of tape recorder <input type="checkbox"/> use of pictures/diagrams <input type="checkbox"/> use of manipulatives <input type="checkbox"/> webbing/mapping <input type="checkbox"/> removal of distracters <input type="checkbox"/> take home assignments <input type="checkbox"/> pull out for 1:1 by teacher <input type="checkbox"/> pull out for 1:1 by E.A. <input type="checkbox"/> pull out for small group peer support <input type="checkbox"/> <input type="checkbox"/>

I agree to these English Language Adaptations for my child.

_____ by _____
Parent/Guardian
Teacher

Name: _____

Appendix B

Date: _____

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>General Characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has limited understanding of English <input type="checkbox"/> May be emerging from a silent period <input type="checkbox"/> Uses first language and interlanguage frequently <input type="checkbox"/> May not be familiar with classroom and playground routines and expectations in Manitoba <p>Learner Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows simple classroom routines <input type="checkbox"/> Shares some personal information using simple words and simple phrases <input type="checkbox"/> Responds non-verbally and begins to respond verbally to simple commands, statements, and questions <input type="checkbox"/> Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs) <input type="checkbox"/> Begins to construct meaning from simple texts through print features <input type="checkbox"/> Imitates and copies from a peer model <input type="checkbox"/> Recognizes and prints letters of the alphabet <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, create 3-D objects <p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access prior knowledge and experiences <input type="checkbox"/> Make connections with family, home, interests <input type="checkbox"/> Make language real with visuals, realia, multisensory support, multimedia <input type="checkbox"/> Provide explicit explanations and explicit language teaching <input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction <input type="checkbox"/> Model language, process, and product <input type="checkbox"/> Give sufficient time to complete language-based tasks <input type="checkbox"/> Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, singing, chants, teacher read aloud, guided reading and writing, peer language “buddy” 	<p>General Characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand conversational and some academic English <input type="checkbox"/> Has acquired a vocabulary of key words and phrases related to familiar and everyday topics <input type="checkbox"/> May rely on drawings or other visuals to convey much of the meaning <input type="checkbox"/> Uses first language to gain a greater understanding of new concepts. <p>Learner Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors <input type="checkbox"/> Produces simple texts for a specific audience <input type="checkbox"/> Writes in simple sentences with frequent grammatical errors <input type="checkbox"/> Constructs more meaning from basic texts when it is accompanied by visuals to activate their prior knowledge/experience <input type="checkbox"/> Can select, state, label, name, list, sort, complete, assemble cut-up sentences and stories, role play, readers’ theatre, create a web, complete sentence starter <p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access prior knowledge and experiences <input type="checkbox"/> Provide explicit explanations and explicit language teaching <input type="checkbox"/> Offer teacher support and scaffolding for learner success <input type="checkbox"/> Model language, process, and product <input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction <input type="checkbox"/> Give extra time to complete English language-based tasks <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 (?), 	<p>General Characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has well-developed conversational skills, with some or little accent <input type="checkbox"/> Makes occasional grammatical and vocabulary errors <input type="checkbox"/> Intended meaning is not always clear on the first try <input type="checkbox"/> Can often derive meaning of new words from spoken and printed contexts. <input type="checkbox"/> Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies <input type="checkbox"/> Can engage with grade-level subject-area content with occasional assistance. <input type="checkbox"/> Able to use a growing range of grade-appropriate academic vocabulary <input type="checkbox"/> May require continued support with complex academic language tasks, such as reading word problems. <p>Learner Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate in new social settings <input type="checkbox"/> Write to record personal experience and thoughts <input type="checkbox"/> Compose a text of several connected sentences on a personal or experiential topic using basic punctuation. <input type="checkbox"/> With scaffolding, engage in grade-level subject-area texts and tasks <input type="checkbox"/> Can describe, retell, summarize, compare, write creatively, peer edit, takes leadership in group task <input type="checkbox"/> Approaching age-appropriate use of standard English <p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access prior knowledge and experiences <input type="checkbox"/> Pre-teach content vocabulary <input type="checkbox"/> Provide assistance to learner when choosing appropriate reading material <input type="checkbox"/> Continue to model <input type="checkbox"/> Continue to give extra time and scaffolding to complete language-based tasks as needed

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Name: _____

Appendix B

Date: _____

CHARACTERISTICS OF MIDDLE YEARS EAL LEARNERS

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

Name: _____

Appendix B

Date: _____

Assessor: _____

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

<p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide assistance to help learner understand (e.g., modified speech, gestures, translation, demonstration, A/V cues, tone of voice) <input type="checkbox"/> Provide explicit explanations and explicit language teaching <input type="checkbox"/> Offer teacher support and scaffolding for learner success <input type="checkbox"/> Give sufficient time to complete language-based tasks 	<p>content-area text with support</p> <p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide extensive support with content and academic language <input type="checkbox"/> Provide explicit explanations and explicit language teaching <input type="checkbox"/> Offer teacher support and scaffolding for learner success <input type="checkbox"/> Give sufficient time to complete language-based tasks 		<p>other texts and sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can summarize and paraphrase using more than one source <input type="checkbox"/> Able to select format to combine written text with visual representation <p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide explicit explanations and explicit language teaching <input type="checkbox"/> Offer teacher support and scaffolding for learner success <input type="checkbox"/> Give sufficient time to complete language-based tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> can participate in classroom discussions and activities with little support (one-on-one and group settings) <input type="checkbox"/> can perform with ease most grade-subject appropriate complex writing tasks <input type="checkbox"/> uses idioms appropriate to audience <input type="checkbox"/> uses multiple sources to summarize and paraphrase <input type="checkbox"/> can self-monitor and repair errors <p>Teaching Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> offer teacher support and scaffolding for learner success <input type="checkbox"/> give sufficient time to complete language-based tasks
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Name: _____

Appendix B

Date: _____

CHARACTERISTICS OF MIDDLE AND SENIOR YEARS EAL LEARNERS

Characteristics of a Middle and Senior Years LAL Learner Entering Phase 1	Characteristics of a Middle and Senior Years LAL Learner Exiting Phase 1 and Entering Phase 2	Exit Characteristics for a student who has developed basic literacy
<p>General Characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make meaning of their world through interactions with others <input type="checkbox"/> May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond their immediate surroundings <input type="checkbox"/> May have experienced significant disruptions in life and may or may not have developed strong coping strategies <input type="checkbox"/> Demonstrates a range of oral skills in first/dominant language (ranging from limited to well-developed) <input type="checkbox"/> Often eager and motivated to be in school <input type="checkbox"/> No literacy/numeracy instruction in a formal or informal setting <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). <input type="checkbox"/> No experience with writing implements (e.g., pencils, pens, crayons, chalkboards, paper) <input type="checkbox"/> Unfamiliar with using books <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) <input type="checkbox"/> Unfamiliar with technology (e.g., computer language learning software, tape recorder, CD player, PA system) <p>Examples of Learner Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen, repeat, move, point, copy, nod yes/no <p>Examples of Teaching Approaches</p> <ul style="list-style-type: none"> <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). <input type="checkbox"/> Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chants, teacher read aloud 	<p>General Characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make meaning of their world through interactions with others <input type="checkbox"/> May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond their immediate surroundings <input type="checkbox"/> May have experienced significant disruptions in life and may or may not have developed strong coping strategies <input type="checkbox"/> Demonstrates a range of oral skills in first/dominant language (ranging from limited to well-developed) <input type="checkbox"/> Have had some literacy/ numeracy instruction in a formal or informal setting in Canada or elsewhere <input type="checkbox"/> Will understand more than they can communicate verbally <input type="checkbox"/> Demonstrates coping strategies and communicates needs (e.g., getting a person to translate for them, or approach appropriate people) <input type="checkbox"/> Some experience with reading and writing at an emergent level <input type="checkbox"/> May have some skills in a language with a non-Roman alphabet <input type="checkbox"/> Familiar with a limited range of books <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) <input type="checkbox"/> With assistance, can participate in some routine school tasks. <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) <input type="checkbox"/> May be familiar with some basic classroom technology (e.g., computer for email, tape recorder, CD player, PA system) <p>Examples of Learner Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> LAL Phase 1, plus select, state, label, name, list, sort, complete, role play <p>Examples of Teaching Approaches</p> <ul style="list-style-type: none"> <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). <input type="checkbox"/> LAL Phase 1 plus Think-pair-share, Role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading 	<p>General Characteristics</p> <ul style="list-style-type: none"> <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) <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) <input type="checkbox"/> Has developed basic numeracy skills: number concepts, operations, and math vocabulary <input type="checkbox"/> Will require ongoing support and time to continue EAL, literacy and academic development <input type="checkbox"/> Can benefit from EAL/content-based instruction <input type="checkbox"/> Has acquired foundational knowledge and skills that are prerequisite to beginning to learn in Middle and Senior Years core subject areas <input type="checkbox"/> May require additional time and support to complete learner tasks as compared to students with age-appropriate literacy skills <input type="checkbox"/> Familiar with school routines and culture; can find help when needed <input type="checkbox"/> With guidance, functions in simple structured group work <input type="checkbox"/> Can interact appropriately with students from other language and cultural backgrounds <p>Examples of Learner Tasks</p> <ul style="list-style-type: none"> <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 <p>Examples of Teaching Approaches</p> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Emphasis on strategy instruction, analyzing simple informational text accompanied by charts, graphs, and pictures, predicting outcomes, forming and expressing opinions