

Dr. Martin LeBoldus Catholic High School  
English as an Additional Language  
2016



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## Introduction

### **Background Information Necessary for Specific EAL Programming**

- Level of fluency in English (CFR level)
- Country of birth and birthday
- Status (i.e., Canadian citizen, permanent resident, temporary resident, international students, refugees)
- Length of time in Canada/Saskatchewan
- English speaking contact information  
(e.g., name, phone number, relationship to student)
- School background of student
- Languages spoken

Adapted from Bulletin #1 Effective Practice Guidelines: The Basics English as an Additional Language (EAL) <http://www.education.gov.sk.ca/EAL>

### **Programming**

The EAL program at Dr. Martin LeBoldus Catholic High School is designed to address the needs of the growing EAL student population. EAL students are taught to be proficient in English as their additional language to cope up with their curriculum classes and, at the same time, appreciate the multicultural aspect of the school to promote multiculturalism in Canada. This kind of service program delivery enables EAL students to understand that each one of them is being valued and loved. The EAL Program Goals Service Delivery as well as the EAL Program Outline will guide teachers to support students in doing their part to fit in and be successful to Canadian society.

All teachers, not just EAL specialists, need to address the learning needs of ESL students and be prepared to adjust their instructional approaches to accommodate the different levels of English proficiency and different learning rates and styles of their students.

ESL Learners: A Guide for ESL Specialists  
<https://www.bced.gov.bc.ca/ell/policy/special>

### **Goals of the EAL Service delivery**

Any service delivery involving an adaption or adoption of regular curricula should enable the ESL student to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's peers, according to the full extent of the student's potential, in the areas of listening, speaking, reading, and writing

- become oriented to those aspects of methodology, curriculum, and extra-curricular activities that differ from those of the student's previous experiences
- develop an understanding of and appreciation for cultural differences and similarities.

ESL Learners: A Guide to EAL Specialists (British Columbia, Ministry of Education Special Program Branch)

## Dr. Martin LeBoldus Catholic High School

### English as an Additional Language Program

**EAL – English as an Additional Language** support is provided to students who speak another language (s) and are not fluent in English who needs specific programming. In Saskatchewan schools, a language framework called *Common Framework of Reference (CFR)* is adapted to show the EAL learners journey toward English proficiency. Thus, the support offered at LeBoldus is based on the language proficiency level of the learners as described by the CFR can do scales ( A1.1 - A1.2, A2.1 - A2.2 and B1.1 - B1.2 ) of the Middle (6-9) and Secondary(10-12) Grades until students have reached beyond B1.2 that allows them to work independently on improving language proficiency within the context of language instruction. The EAL support courses are Content Based Instruction (CBI) focus on listening, speaking, reading and writing with comprehension and include the principles of Sheltered Instruction Observation Protocol (SIOP) Model. EAL Support Courses are offered depending on student needs and number of students to be in the class. Note: EAL learner's language progress vary, so it does not take the same amount of time to reach each level.

#### EAL 9 Support Class

- for EAL learners who are making transitions from elementary into high school
- a non-credit course provided to EAL learners who received EAL support in their elementary

(Resource: Dr. Martin LeBoldus Catholic High School Locally Determined Option)

#### EAL A10L Credit Course (Entering/Approaching Level 1 - A1.1)

- for EAL students who have had significant gaps in their education, no formal education, and/or little to no exposure to English.

(Adapted from Introduction to English: EAL A10L English language Dev. Course for HS ELL with Limited or Interrupted Formal Education from SK Rivers Public School Division)

#### EAL B10L Credit Course (Level 1 & 2 → A1.1 – A1.2)

- build basic levels of English language proficiency for English language learners who have had prior educational experiences or formal education in their home country
- for students who may have studied English as a foreign language in their previous location

(Adapted from SK Ministry of Education LDC EAL B10L)

#### EAL A20L Credit Course (Level 3 → A2.1- A2.2)

- for EAL students who need to learn how to use a range of language skills and strategies to help them move from teacher-supported and guided lessons to independent learning

(Adapted from EAL LDC level 3 A20L Provincially Locally Developed-Saskatoon Public Schools)

#### EAL B20L Credit Course (Level 4 → B1.1 – B1.2)

- continued support for independent users of English language

(Adapted from EAL LDC level 4 B20L Provincially Locally Developed-Saskatoon Public Schools)

#### Saskatchewan Context for EAL Learners 20L Credit Course (Completed B10L → CFR A2.1- B1.2)

- a credit course meant to inform students on life in Saskatchewan and Canada and draw comparisons to their country of origin and examine potentially sensitive topics related to immigrant and refugee experiences, thus professional judgement is encouraged.

(Adapted from SK Context for EAL learners 20L – South Prairie Schools)

## Tutorial Class

- provide academic support and more time to complete assignments (Non-Credit)

## Sheltered Academic Curriculum Courses: English Language Arts (ELA A9 and ELA B9 ELA A30 and ELA B30)

- developing literacy of the English language and literacy of the content (academic vocabulary) through listening, speaking, reading and writing

(Adapted from English Language Arts Saskatchewan Curriculum)

## EAL Research Information

From N. Prokopchuk, Programs & Instruction Unit, Student Achievement & Support Branch, SK Ministry of Education

Research confirms that it takes five or more years for learners of English as an Additional Language (EAL) to catch up to their English-speaking peers in order to be successful with curriculum content or expectations. (Research conducted in Toronto and Calgary by E. Coelho, J. Cummins and H. Roessingh)

Research also confirms that given sufficient time and appropriate levels of support, EAL learners do catch up with their peers and perform very well academically. However, **if support is pulled away too quickly, the findings of Roessingh and others confirm the detrimental effects on the language learner's ability to comprehend text dense material at the high school level. In other words, low or failing grades in high school can be linked to a lack of proficiency with subject area vocabulary. Knowledge of vocabulary is a key factor in comprehending and completing language-dependent tasks.**

## The research of Dr. Jim Cummins identifies and defines two distinct categories of language ability:

Conversational Language Skills	Academic Language Skills
<p>Basic Interpersonal Communications Skills (BICS)</p> <ul style="list-style-type: none"> <li>• The language used for daily living</li> <li>• Includes everyday conversational</li> <li>• English, high frequency words (Tier 1 words)</li> <li>• May take 2-3 years to become proficient</li> <li>• Remember, focus on fluency rather than grammatical accuracy</li> </ul>	<p>Cognitive Academic Language Proficiency (CALP)</p> <ul style="list-style-type: none"> <li>• The language used for education and instruction</li> <li>• Involves content (subject specific) vocabulary: Tier 2, 3 words</li> <li>• Achieved by being immersed in content area study</li> <li>• May take 5-7 years to become proficient</li> <li>• Focus is on development of both fluency and accuracy</li> </ul>

From: Bulletin #1 Effective Practice Guidelines: The Basics English as an Additional Language (EAL) Information for Educators <http://www.education.gov.sk.ca/EAL>

→In the first two years after arrival, EAL learners gain fluency in conversational English, but it doesn't mean that they are at a level of fluency that is appropriate for academic learning. Research findings show that these are the same students who struggle academically because of a lack of deeper language comprehension. The students have difficulty understanding the "textbook language" that is specific to each subject area or discipline in upper grades. Students need time, tutorial or small group support, and exposure to various types of reading material to build extensive knowledge of academic language or the 'language of schooling'.

## What is the 'language of schooling'?

There is huge difference between daily language and language used for learning. Vocabulary used in academic texts (Tier 2 or Tier 3\* words) and within the context of schooling is not the usual vocabulary used beyond school hours. Academic vocabulary is often specific to subject matter. Some terms may only appear once or twice in the year and then not again for some time (e.g. , 'sedimentary rock', 'biodegradable mass' may be used for one week of study in grade 4 science, but these same terms will rarely be heard or used outside the classroom context and may not be heard again for a few years).

Text for most subject areas become very 'dense' in the upper grades and require higher levels of proficiency in order for EAL learners to be able to analyze, synthesize, research, and respond in oral or written form. To understand these texts, EAL learners need additional tutorials, study groups, or direct support related to the classroom curriculum.

\* See Chapter 2 of Beck, I.L., McKeown, M., Kucan, L., (2002). Bringing words to life: Robust vocabulary instruction. Guilford Press. N.Y.

### **Dr. Martin LeBoldus Catholic High School EAL Students**

1. EAL students came from:

Philippines	Mexico	Nigeria	Venezuela	Ireland	India	Argentina
China	South Korea	Greece	Vietnamese	El Salvador	Albania	Haiti
Sudan	Uruguay	Ukraine	Egypt	Congo	South Africa	Rwanda
Japan	Ethiopia	Eritrea	Kenya	Bangladesh	Greece	Russia

2. Challenges of students who are new to the country

Language (Conversational and Academic)

Social

Emotional

Cultural Adjustment or Culture Shock

Environmental

Technology

3. Feedbacks from our students

Trouble understanding to Canadians especially teachers who speak English too fast. Words are not clear.

We need time to do our work (examples: exam, assignment /homework)

Haven't done power point presentation

Not used to the strategies of the teachers here

Do not know how to type

Has to work to pay debts

Has to go home because they love their grandpa and grandma

Has different likes from Canadians that's why it's hard to mingle

Not used to of reading books, only study what the teacher taught

Need more words, what I will write if I do not have words to write

I do not like writing and science is hard

If a teacher will smile at me, I feel happy

Do not have quality schooling, my school is poor

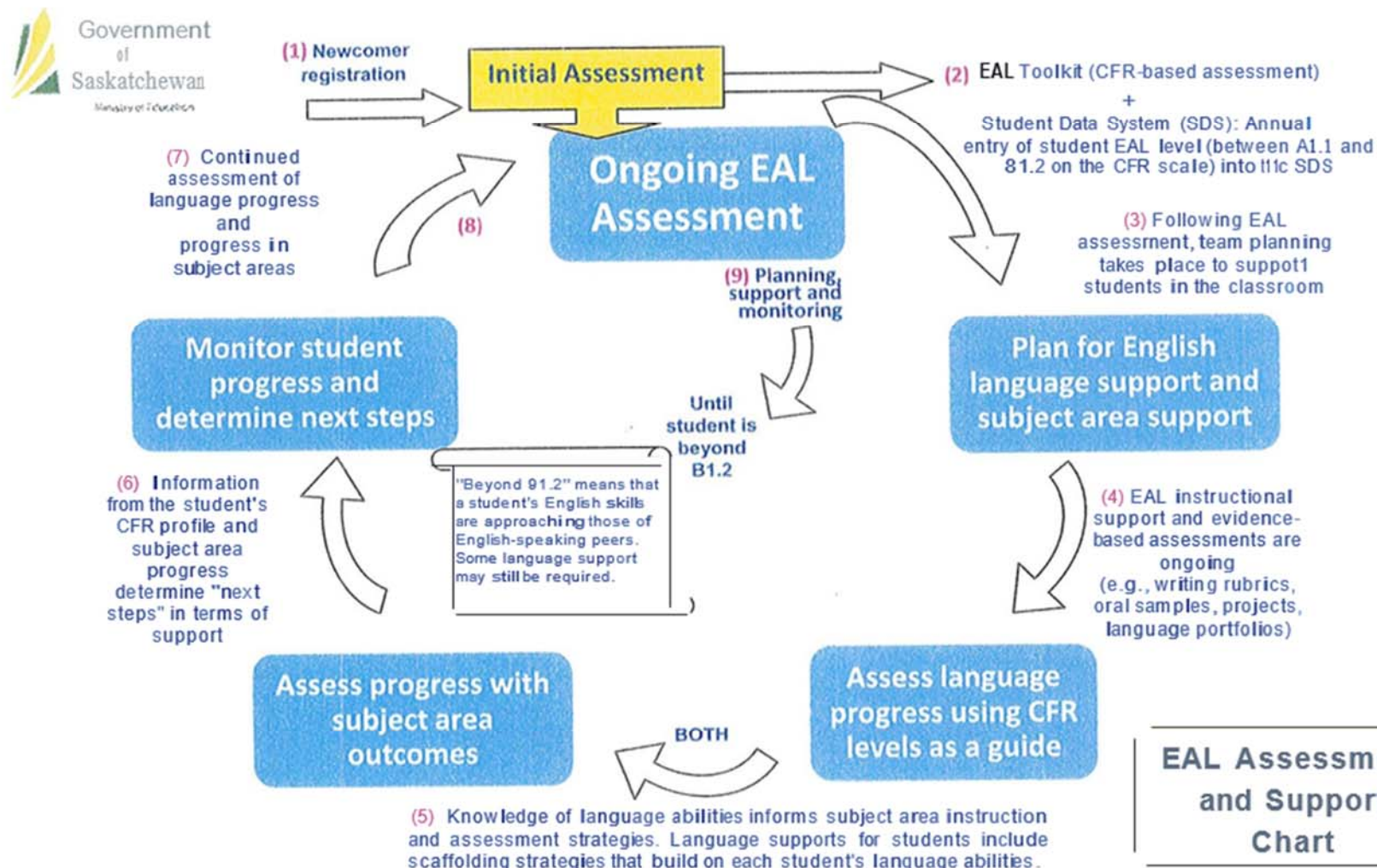
I like LeBoldus. It's the best school.

I like the teachers, they are nice and will not yell (in my country, teachers yell) I do not like yelling/loud voice especially if we commit mistakes

I like the activities. We are always having fun at school.

I want my teacher to love me and understand where I came from.

## SK EAL ASSESSMENT AND SUPPORT CHART



What EAL is ...	What EAL is not ...
Using visual, multimedia, oral and written Communications for a range of purposes across curricular content areas	Focusing on achieving a minimum level of English Proficiency before participating in any content area study
Studying English in addition to known language(s) to allow for full participation in Canadian society	Promoting English language study to replace known language(s)
Focusing on communicative competence	Focusing on grammar rules
Teaching and learning for deep understanding	Asking and answering society teacher-driven questions
Incorporating many different world views	Reflecting one predominant world view
Emphasizing meaningful communications in authentic situations	Focusing on reading and writing to create and phrases out of context
Creating and communicating meaning through both reflective and expressive language strands	Focusing on reading and writing to create and communicate meaning
Demonstrating learning in various contexts and reflecting on learning through self-assessment	Relying on teacher assessment and evaluation of English language progress
Approaching language study with a whole to part to whole orientation	Approaching language study through vocabulary lists
Approaching the learner as able and capable	Approaching the learner as requiring remediation
Approaching language study by using a range of instructional and assessment strategies	Approaching language study primarily through pencil and paper tasks and assessments
Understanding how language really works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and consciously using grammatical conventions for purpose and effect	Focusing on grammar instruction as the path to communicative competence

Through a deep understanding of the goals of EAL, the process of language learning, and the importance of using effective instructional, assessment and classroom management strategies based on sound research (Marzano, 2007), teachers can create language-rich environments to support English language learners.



## What is the Common Framework of Reference?

The CFR is...	The CFR is not...
<ul style="list-style-type: none"> <li>• A language reference tool</li> <li>• Useful for educators, language learners and parents</li> <li>• A way to display continued language growth along a continuum</li> <li>• Positive and engaging</li> <li>• Applicable across grades and subjects</li> <li>• Inclusive and user-friendly</li> <li>• A part of the provincial Student Data System (SDS)</li> </ul>	<ul style="list-style-type: none"> <li>• A curriculum for EAL</li> <li>• A rigid checklist</li> <li>• Subject specific</li> <li>• Grade/age specific</li> <li>• Limited to use by EAL specialists</li> <li>• A new program</li> <li>• Culturally biased for European languages</li> </ul>

**The Common Framework of Reference (CFR)** - is a criterion-referenced performance scale that supports educators as they work with a growing demographic of English as an Additional Language (EAL) learners. In order to ensure that EAL learners attain high levels of achievement across the Saskatchewan curriculum, the use of reference scales and corresponding resources is valuable to teacher planning and development of:

- effective strategies to support English language learners
- consistent approaches to instruction and assessment based on language needs
- ongoing monitoring of student progress over time

### CFR Global Scale contains the six levels of proficiency

Basic User	A1
	A2
Independent User	B1
	B2
Proficient User	C1
	C2

### Snapshot of Language Ability at Various CFR Levels

A1	A1.1	<b>Basic User</b> <ul style="list-style-type: none"> <li>Understands and uses familiar words and very basic phrases to satisfy personal needs.</li> <li>Can make simple introductions, answer questions about personal details (name, age, location family members) or personal items.</li> <li>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> <li>Shows limited ability to use simple grammatical structures, e.g., punctuation, capitalization, sentence patterns.</li> </ul>
	A1.2	
A2	A2.1	<ul style="list-style-type: none"> <li>Understands sentences and basic information relevant to personal needs and family activities.</li> <li>Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or daily matters.</li> <li>Can describe in simple language his/her background, immediate environment, interests or activities.</li> <li>Uses some simple structures accurately, but continues to systematically exhibit basic errors, e.g. verb tenses, use of prepositions, articles.</li> </ul>
	A2.2	
B1	B1.1	<b>Independent User</b> <ul style="list-style-type: none"> <li>Understands the main points of clear standard speech about familiar topics</li> <li>Can deal with most situations likely to arise in school or after school hours.</li> <li>Produces simple connected text on topics which are familiar or of personal interest.</li> <li>Can describe experiences or events and can briefly give reasons and explanations for opinions and plans.</li> <li>Uses reasonably accurate structures and patterns within routine or predictable situations</li> </ul>
	B1.2	

Adapted from Saskatchewan Common Framework of Reference

## Secondary – Listening CFR Descriptors

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<b>A1.1 Listening</b>	<b>A1.2 Listening</b>	<b>A2.1 Listening</b>	<b>A2.2 Listening</b>	<b>B1.1 Listening</b>	<b>B1.2 Listening</b>
Can recognize his/her name when it is spoken by another person	Can understand what is being said if people speak slowly	Can understand others' expression of feelings, main points in short and simple stories, and reports on familiar topics	Can generally comprehend the gist of overheard conversations	Can understand when people speak at a normal speed on familiar topics. There may be a need to repeat words or phrases	Can understand the main points in a long conversation that is overheard
Can understand basic greetings, farewells and common expressions	Can recognize basic phrases that denote position (under, over etc. and directions (on the left, after the next person etc.)	Can understand the main points in simple, clear, and short audio announcements and messages	Can understand short audio announcements and advertisements on a product and/or service of interest	Can understand clear audio announcements Can follow the main idea of audio text if the topic is familiar and the text can be replayed	Can understand the main point and the important details of audio recordings
Can understand simple classroom instructions accompanied by gestures and pictures	Can understand and follow basic instructions from peers or friends	Can understand short, clear and simple instructions and explanations when delivered slowly	Can follow verbal instructions if it is spoken clearly and slowly Can follow text in a book when it is being read slowly and clearly Can understand a presentation on a topic when the subject is familiar (e.g. student's report, interview of a person of similar age)	Can understand instructions, delivered clearly, and at a slow pace  Can follow small group discussion between two or more native speakers  Can understand some colloquial expressions related to the classroom	Can understand detailed oral instructions Can understand clear and organized classroom talks and presentations provided there is some prior knowledge of the topic Can comprehend classroom talk between two or more native speakers, only occasionally needing to request clarification
Can understand simple information when that information is given slowly and clearly	Can understand the most important information in a simple talk accompanied by pictures or drawings	Can identify important information from audio text provided it is delivered clearly	Can understand the dialogue of a movie, a film trailer or the events in a news if there's visual contextual support	Can understand many television, radio, and web-based messages when visuals support the meaning	Can understand a short film on a familiar topic Can understand the main points of stories and other text read aloud in class
Can recognize words, names, and numbers	Can understand numbers, prices, times, short story etc. if spoken or read slowly and clearly	Can understand words, phrases and high frequency vocabulary related to areas of personal relevance	Can understand simple math, technical explanations, science experiment and how to create timeline	Can understand teacher explanations if delivered slowly, aided by textbook illustration and chance to ask questions	Can understand teacher explanations on how to do things especially when there are diagrams or illustrations

Adapted from Saskatchewan Common Framework of Reference

## Secondary – Speaking CFR Descriptors

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<b>A1.1 Speaking</b>	<b>A1.2 Speaking</b>	<b>A2.1 Speaking</b>	<b>A2.2 Speaking</b>	<b>B1.1 Speaking</b>	<b>B1.2 Speaking</b>
<p>Can understand and respond to simple questions about familiar things if the other speak slowly and clearly (e.g. name, age etc.)</p> <p>Can use basic expressions greetings, farewells and politeness</p>	<p>Can answer simple questions using individual words, expressions, or short sentences</p> <p>Can make introductions of self and others</p> <p>Can meet and take leave of people using appropriate expressions</p>	<p>Can express common greetings</p> <p>Can participate in short telephone conversation with preparation</p> <p>Can talk about a familiar topic in a short presentation</p>	<p>Can ask for a word to be spelled out and can spell out words</p> <p>Can ask appropriate questions during conversation</p> <p>Can ask someone to say something more clearly or to repeat</p> <p>Can take part in simple social interactions</p>	<p>Can express opinions on familiar subjects and ask for others' opinion</p> <p>Can have simple telephone conversations with a known person</p> <p>Can sustain a conversation with a peer in the classroom</p>	<p>Can initiate and keep conversation going</p> <p>Can participate in a lengthy conversation with peers on subjects of common interest</p> <p>Can actively participate in group work, expressing opinions and suggestions</p>
<p>Can express a lack of understanding</p> <p>Can express common feelings</p> <p>Can ask for something when pointing/gesturing supports the request</p> <p>Can express preferences</p>	<p>Can make simple needs understood</p> <p>Can express how they are feeling and also inquire as to how others feel</p> <p>Can identify the main body parts</p> <p>Can communicate the day, date, and time as well as ask about those matters</p>	<p>Can ask for assistance in understanding textbook problems</p> <p>Can ask how to express something in another language</p> <p>Can ask clarification of unknown words</p> <p>Can express common feelings (e.g. I am hungry)</p> <p>Can indicate personal strength and weaknesses</p>	<p>Can ask for information as well as give explanations to others</p> <p>Can express what they like and /or dislike and explain why about something familiar</p>	<p>Can explain to a teacher when and where they are experiencing difficulty</p> <p>Can describe personal goals and intentions</p> <p>Can ask questions to learn more</p> <p>Can retell a simple story read/heard in class</p>	<p>Can indicate that something is causing a problem and also explain why</p> <p>Can clearly express feelings and explain why</p> <p>Can talk in some detail about similarities and differences between their residence now and their place of origin</p>
<p>Can name some common objects in familiar environments</p>	<p>Can ask and answer question on the location, size and colour of a familiar object</p> <p>Can give basic information about familiar things(e.g. favourite subject; occupation of family members; description of their home and classroom</p>	<p>Can ask basic questions in familiar situations and understand the responses</p> <p>Can describe their home, how to get there and the length of time spent in travelling there</p>	<p>Can give a simple description of a common object</p> <p>Can describe simple mathematical and scientific processes</p> <p>Can produce a summary of short story expressed in simple sequence of events</p>	<p>Can describe what is occurring in a film or book and indicate their personal opinion about it</p> <p>Can ask questions about mathematical and lab. procedures</p> <p>Can contribute ideas science experiments</p>	<p>Can clearly explain how something is used</p> <p>Can ask spontaneous questions</p> <p>Can speak in a comprehensible and fairly fluent manner though there may be pauses for self-correction</p>
<p>Can use very limited number of grammatical constructions (e.g. "My name is...")</p>	<p>Can learned phrases, questions, and responses</p> <p>Can briefly talk about weekend or holiday plans</p>	<p>Can exchange information about everyday matters using simple vocabulary (e.g. weekend activities; hobbies and interest)</p>	<p>Can provide some information concerning their culture's celebrations</p>	<p>Can briefly explain and justify points of view, assumptions, and plans</p>	<p>Can express an opinion on different topics associated with everyday life and common issues</p>

<b>A1.1 Reading</b>	<b>A1.2 Reading</b>	<b>A2.1 Reading</b>	<b>A2.2 Reading</b>	<b>B1.1 Reading</b>	<b>B1.2 Reading</b>
Can understand short, simple instructions if encountered previously in the same or similar form	Can slowly read simple, short text sentence by sentence and pick up the main information	Can read and understand what is written in simple texts. Can follow step by step instructions with visual support	Can follow instruction for using everyday equipment Can understand a short step by step instructions with visual (cooking, experiment)	Can understand clear instructions with some visual support. Can use key words to comprehend	Can read and follow directions (e.g. for experiments and procedures)
Can recognize some words and sentences in simple texts if seen previously	Can recognize previously encountered parts of words, prefixes and suffixes	Can understand most of what occurs in a short story and can identify the story's main characters	Can read short text segments to find main ideas and a few details	Can distinguish factual and fictional text	Can satisfactorily read and understand factual text and reports on subjects being studied
Can recognize the main information (e.g. date, price, time) on posters, brochures, signs, and invitations	Can recognize important information on basic promotional material (e.g. price, date, and time on posters) Can understand words and expressions on signs when everyday language is used and signs are accompanied by symbols (e.g. open/closed, exit )	Can locate important information in simple text (e.g. keep to the right)	Can distinguish and understand the important information in everyday visual text (e.g. weather forecast; local brochures) Can understand the main information in short articles and report. Can extract information, relating to facts, from textbooks and other text)	Can identify and understand the important information in print materials such as handouts and newsletters with limited abbreviations Can examine web site and know its purpose	Can scan printed text and identify the topic as well as whether the information contained might be of interest  Can understand most words in narrative and expository text and extract the key ideas
Can recognize some expressions and basic sentences in simple texts if allowed to use a dictionary	Can recognize short text messages and greetings (e.g. "back in an hour"; happy birthday") Can understand a form asking for personal information such as age, name, address, birthday)	Can understand the main idea of short articles and advertisements in age-appropriate magazines (print and/or electronic) on familiar topics	Can understand the main points in a basic personal communication like a letter or an email if the topic is familiar. Can understand the alphabet to find particular items in lists (e.g. telephone book)	Can understand text of various lengths as long as the words used are familiar and/or concern areas of student interest	Can read textbook explanations and examples with the support of a word list or dictionary
	Can connect labels on diagrams (e.g. in science )  Can follow familiar example in text  Can identify vocabulary related to the topic	Can recognize some key terminology from subject areas (e.g. legend on maps and labels (e.g. on science equipment)	Can read diagrams accompanied by text and use the information to answer question. Can understand information set out in mathematical language (still need assistance w/ decoding of problems written in everyday language)	Can read charts and graphs with some understanding Can pick out information on labels of food packages and medicines	Can understand most subject specific words  Can distinguish between different text purposes (to inform, to entertain, to argue a point etc.)

<b>A1.1 Writing</b>	<b>A1.2 Writing</b>	<b>A2.1 Writing</b>	<b>A2.2 Writing</b>	<b>B1.1 Writing</b>	<b>B1.2 Writing</b>
Can copy or write own name	Can copy facts from short, simple texts Can copy or write words that are being learned in class	Can copy dates and facts from short simple text Can write short sentences expressing wants and favorite things	Can devise a timeline for a topic Can use simple grammatical structures accurately	Can spell and show basic punctuation accurately enough to be followed most of the time	Can list advantages and disadvantages (e.g. rules of conduct at school, home and future goals)
Can write simple words and very simple sentences with assistance like a dictionary or textbook	Can write very simple informal messages (e.g. text message or tell someone when and where to meet)  Can write short messages like post cards and birthday greetings	Can write an informal invitation to others their age, reply to such an invitation or confirm/cancel/change an invitation  Can write simple notes of greetings, wishes, appreciation and thanks	Can write straightforward text on familiar topics. Can use words such as and, but, because, then after later, etc.  Can write notes with the aid of a writing frame	Can write simple, short descriptions of personal experiences without using an aid such as a dictionary  Can describe an event using simple, correctly structured sentences	Can reply in writing their personal opinions and ask for more information  Can take notes when listening (diff. types of representations)
Can copy or write labels on familiar objects in a picture or diagram (e.g. boy, girl, chair, house, etc.)	Can write simple descriptions of everyday objects (e.g. brief description of their home) Can label charts, equipment, and diagrams	Can write, with the help of illustrations, an explanation of where they live and how to get there (e.g. journey to Canada)	Can write descriptions of common objects or familiar places using short, simple sentences	Can describe places, objects, or events using complete sentences that are connected to each other	Can describe objects of interest and explain why Can reply in writing to an advertisement and ask for more information
Can write basic information about themselves in short sentences or provide that information on a questionnaire	Can write simple information about themselves (e.g. name, address and hobbies)  Can fill in a questionnaire with personal details	Can prepare simple reminders or notes for personal use (e.g. journal, homework book, etc.) Can write sentences to describe such things as their surroundings, daily activities and people around them	Can exchange useful information with friends in e-mails or short letters Can provide information on everyday issues (e.g. will be late for school etc.) Can complete a questionnaire providing background information	Can describe an event using simple, coherent, and well-written sentences  Can write a report on an important personal experience (e.g. moving to a new home etc.)	Can present, in simple sentences, an opinion on controversial issues provided there is knowledge of specific vocabulary related to the issue under examination
	Can work through examples in a math or science textbook Can fill in the blanks using a list of familiar words	Can write an introduction or conclusion to a story with the help of a dictionary	Can describe an aspect of daily life, an event, or a personal experience in simple language	Can express what has been learned, how it has been learned, and learning goals for the future	Can write about an experiment, process etc. Can write short descriptive, persuasive, narrative or expository

## Stages of Language Acquisition

STAGE	CHARACTERISTICS	APPROX. TIME FRAME	TEACHER PROMPTS	STUDENTS' ORAL OUTPUT	STUDENTS' WRITTEN OUTPUT
Preproduction	<ul style="list-style-type: none"> <li>Students have minimal comprehension</li> <li>Produce little or no English</li> <li>Lessons focus on listening comprehension</li> <li>Lessons build receptive vocabulary</li> </ul>	0–6 months	<ul style="list-style-type: none"> <li>Show me ...</li> <li>Circle the ...</li> <li>Where is ...?</li> <li>Who has ...?</li> </ul>	<ul style="list-style-type: none"> <li>Nods "Yes" and "No."</li> <li>Gesture, actions</li> <li>Names</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Dictate a response that someone scribes</li> </ul>
Early Production	<ul style="list-style-type: none"> <li>Students have limited comprehension</li> <li>Respond with one- or two-word phrases</li> <li>Lessons expand receptive vocabulary</li> <li>Activities encourage students to produce vocabulary they already understand</li> </ul>	6 month–1 year	<ul style="list-style-type: none"> <li>Yes/no questions</li> <li>Either/or questions</li> <li>Lists</li> <li>Labels</li> </ul>	<ul style="list-style-type: none"> <li>One-or two-word phrases</li> <li>Key words and familiar phrases</li> <li>Present tense verbs</li> </ul>	<ul style="list-style-type: none"> <li>Copy environmental print</li> <li>Label drawings</li> <li>Write a simple message</li> <li>Lists</li> </ul>
Speech Emergence	<ul style="list-style-type: none"> <li>Students have good comprehension</li> <li>Respond in simple sentences</li> <li>Make grammar and pronunciation errors</li> <li>Frequently misunderstand jokes</li> <li>Teacher model correct language forms</li> <li>Lessons continue to develop receptive vocabulary</li> </ul>	1–3 years	<ul style="list-style-type: none"> <li>Why ...?</li> <li>How ...?</li> <li>Explain ...</li> </ul>	<ul style="list-style-type: none"> <li>Phrases</li> <li>Short-sentence answers</li> </ul>	<ul style="list-style-type: none"> <li>Given a graphic organizer, students write phrases or sentences</li> </ul>
Intermediate Fluency	<ul style="list-style-type: none"> <li>Students have excellent comprehension</li> <li>Teacher models correct language forms</li> </ul>	3-5 years	<ul style="list-style-type: none"> <li>What would happen if...?</li> <li>Why do you think...?</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversation</li> <li>Produce connected narrative</li> </ul>	<ul style="list-style-type: none"> <li>Given a graphic organizer, students produce a narrative with a beginning, middle, and end</li> </ul>
Advanced Fluency	<ul style="list-style-type: none"> <li>Students have near-native level of speech</li> </ul>	5-7 years	<ul style="list-style-type: none"> <li>Decide if ...</li> <li>Retell ...</li> </ul>	<ul style="list-style-type: none"> <li>Refine and extend oral ability</li> </ul>	<ul style="list-style-type: none"> <li>Given a graphic organizer, students write several paragraphs with cohesive structure and connected sentences</li> </ul>

(Adapted from Krashen & Terrell, 1983, referenced in Freeman and Freeman, 2002, pp.64-65 and Hill & Flynn, 2006, p.15)

## Cultural Differences in Student Behaviour

Perceived Behaviour	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught to employ to avoid giving offense in difficult situations
The student shrinks from or responds poorly to apparently inoffensive forms of physical contact or proximity	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments	Cooperative group work is never used by teachers in some cultures. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating
The student displays uneasiness, expresses disapproval, or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration).	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, while teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.
The student refuses to participate in extra-curricular or in various physical education activities (e.g., swimming, skating, track & field).	Extra-curricular activities may not be considered a part of learning or may even, along with some physical education activities, be contrary to a student's religious or cultural outlook. Some students may also be required to use after-school hours to generate income.
The student seems inattentive and does not display active listening behaviours	In some cultures, the learning process involves observing and doing or imitating rather than listening and absorbing (e.g., through note-taking).
Performance following instruction reveals that the student is not understanding the instruction, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good enough job of teaching and is considered impolite.
The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the other gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators will therefore run contrary to some students' cultural conditioning.
The student appears reluctant to engage in debate, speculation, argument, or other processes that involve directly challenging the views and ideas of others	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In other cases, there may be a high value attached to being prepared, knowledgeable, and correct when one opens one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will therefore read aloud automatically. For others reading aloud is associated with memorization.



### **How Teachers can Support EAL Students in the Classroom: What EAL Students Say**

These suggestions come a survey of 180 EAL high school students when they were asked to identify what teachers could do to help them as they struggled to cope with content in their new language:

- Write things, including homework, on the board.
- Slow down when speaking at length.
- Don't isolate us at the back of the room.
- Ask me to stay for help (I'm too shy to ask).
- Encourage us to be active in class (it helps me to get courage).
- Give us easier questions and passages to read orally first.
- Review work and write important things on the board.
- Help us to work in groups.
- Take an interest in me other than just my marks.
- Hand out notes so I can study at home.
- Encourage other students to work with me.
- Have lots of patience.
- Don't judge me by my English.
- Don't treat us like strangers.
- Check to see if I understand.
- Explain difficult vocabulary and give us a vocabulary sheet with meanings (it takes so long to look up so many words)
- Don't insult us when we don't understand
- Please don't say I'm not listening

Taken from "Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms" by Sylvia Helmer and Catherine Eddy. (2003).

### Checklist for Adapting Lesson Plans for EAL Students

- Plan resources, visuals, and vocabulary activities in advance.
- Act out vocabulary words and key concepts.
- Use visuals (pictures, videos, and drawings, maps) to aid comprehension.
- Provide a study guide at the beginning of the unit.
- Identify content and language goals and write them on the board for the students.
- Use graphic organizers.
- Simplify your language: repeat, restate, reword.
- Arrange for students to work in groups.
- Explicitly teach vocabulary and provide students with word walls.
- Provide multiple opportunities to practice new vocabulary.
- Add a word bank to activities and tests.
- Give both written and oral instructions.
- Teach EAL students to underline or highlight main ideas in text.
- Assign a buddy to EAL students and arrange for tutoring.
- Adapt instruction so that EAL students can participate in a content area lessons.
- Tailor assignments to EAL students' levels of English language acquisition.
- Adapt tests (e.g., by using word banks, simplifying language, asking fewer questions).
- Allow EAL students to show what they know in multiple ways (e.g., through oral responses, drawing, labelling, and acting out answers).

Adapted from Haynes & Zacarian, (2010). "Teaching English Language Learners across the Content Areas". Alexandria, VA: ASCD

### EAL and Subject Area Integration

The process of learning the English language through subject area study can be a major challenge for English language learners, yet research indicates that simultaneously learning content, and the language needed to understand that content, is far more effective than learning language and content separately (Alberta Education, 2007). It follows that teachers must plan for integration of explicit language instruction into their content area lessons.

The aim of language learning through content area instruction is to help students to learn key terms and phrases in the context of a topic or theme within a discipline. In other words, language is best learned when framed by the topics, tasks, or situations in which it makes sense; vocabulary is given meaning because it is not isolated from its context.

The following chart illustrates how aspects of content area study might be integrated with English language skill-building:

<p><b>In mathematics, students:</b></p> <ul style="list-style-type: none"> <li>• read and restate problems</li> <li>• interpret graphs and charts</li> <li>• make lists and charts</li> <li>• gather and organize data</li> <li>• ask questions</li> <li>• make generalizations</li> <li>• communicate mathematical ideas</li> <li>• present ideas</li> <li>• document solutions and processes</li> <li>• use appropriate group behaviour</li> <li>• paraphrase</li> </ul>	<p><b>In science, students:</b></p> <ul style="list-style-type: none"> <li>• record data</li> <li>• formulate questions for inquiry</li> <li>• classify information</li> <li>• compare and contrast information</li> <li>• recognize relationships; e.g., sequence, cause and effect</li> <li>• express data in charts, graphs and maps</li> <li>• explain</li> <li>• generalize</li> <li>• summarize and communicate findings</li> <li>• make decisions</li> <li>• establish criteria</li> <li>• work in groups.</li> </ul>
<p><b>In English language arts, students:</b></p> <ul style="list-style-type: none"> <li>• use language to talk about language</li> <li>• use appropriate language for the audience, purpose and situation</li> <li>• write to clarify and share</li> <li>• talk to organize, interpret and communicate experience</li> <li>• use reading strategies appropriate for particular purposes</li> <li>• write letters, reports, narratives, arguments and reflective essays.</li> </ul>	<p><b>In social studies, students:</b></p> <ul style="list-style-type: none"> <li>• locate, gather, interpret and organize information</li> <li>• state issues</li> <li>• synthesize, evaluate and analyze information</li> <li>• express and present information and ideas</li> <li>• speak, demonstrate and write</li> <li>• interact with others</li> <li>• propose solutions to problems</li> <li>• make decisions</li> <li>• write persuasively</li> <li>• use reference materials</li> <li>• use context to gain meaning</li> <li>• read for a variety of purposes</li> <li>• recognize relationships; e.g., sequence, cause and effect</li> </ul>

Taken from Locally Developed Courses: B10L (levels 1 and 2, level 3 A20L and level 4 B20L)

### Accessing Core Curriculum

ENVIRONMENT	CONTENT	INSTRUCTION
<ol style="list-style-type: none"> <li>1. Affirm identity and culture</li> <li>2. Put yourself in the shoes of the student...How would you feel?</li> <li>3. Place the student near the front of class, and away from auditory distractions</li> <li>4. Focus on student's strengths</li> <li>5. Encourage the student just like you would anyone else who is attempting to speak a new language</li> <li>6. Accept a silent period while students are being acclimatized.</li> <li>7. Encourage students to use their first language, including development of reading and writing skills</li> <li>8. Gradually introduce opportunities for involvement.</li> <li>9. EAL students can be a resource               <ol style="list-style-type: none"> <li>a. use them WHEN they are ready and comfortable. Allow the student to read and write in first language</li> </ol> </li> <li>10. Invite guest speakers who can</li> <li>11. be cultural role models whenever possible</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication is natural.</li> <li>2. Listening and speaking skills will come. Reading and writing need to be taught</li> <li>3. Focus on meaning and content</li> <li>4. (communication comes first)</li> <li>5. Explain the explicit rules that govern interaction (i.e., turn taking in conversation)</li> <li>6. Encourage global perspectives in class discussions (e.g., including country and culture)</li> <li>7. Be conscious of the use of idioms and acronyms.</li> <li>8. Give students the chance to provide and use their prior knowledge</li> <li>9. Be aware of material and content that is culturally biased</li> <li>10. Teach basic English/skills (i.e., asking for help, directions, etc.)</li> <li>11. Pre-teach key vocabulary to aid content learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep teaching as visual and concrete, as possible</li> <li>2. Scaffold content and meaning Employ the use of multiple literacies, (drawing, acting, computer, song)</li> <li>3. Encourage the students to watch DVD productions of novels covered in class.</li> <li>4. Use graphic novels with visual supports if available</li> <li>5. Give instructions in print/visual example on the board</li> <li>6. When teaching writing, make it "real" (i.e., authentic with a real audience)</li> <li>7. Read to your class (all ages using visual supports and pre-teach vocabulary when possible)</li> <li>8. Draw attention to grammatical concepts (one at a time)</li> <li>9. Model what is expected of students</li> <li>10. Provide as many hands on experiences and manipulatives as possible</li> <li>11. Allow the students extra time for assignments especially if a great deal of reading and writing is involved</li> <li>12. Give students multiple ways to demonstrate their learning</li> <li>13. Allow the use of first language dictionaries whenever possible</li> </ol>

Taken from Bulletin #1 Effective Practice Guidelines: The Basics English as an Additional Language (EAL) Information for Educators <http://www.education.gov.sk.ca/EAL>