

## EAL Resource Binder Table of Contents

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Name: \_\_\_\_\_

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><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has limited understanding of English</li> <li><input type="checkbox"/> May be emerging from a silent period</li> <li><input type="checkbox"/> Uses first language and interlanguage frequently</li> <li><input type="checkbox"/> May not be familiar with classroom and playground routines and expectations in Manitoba</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows simple classroom routines</li> <li><input type="checkbox"/> Shares some personal information using simple words and simple phrases</li> <li><input type="checkbox"/> Responds non-verbally and begins to respond verbally to simple commands, statements, and questions</li> <li><input type="checkbox"/> Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)</li> <li><input type="checkbox"/> Begins to construct meaning from simple texts through print features</li> <li><input type="checkbox"/> Imitates and copies from a peer model</li> <li><input type="checkbox"/> Recognizes and prints letters of the alphabet</li> <li><input type="checkbox"/> Can listen, nod yes/no, move, point, finger-play, colour, repeat, copy, draw, demonstrate, show and tell, mime, use puppets, manipulate objects, cut and paste, create 3-D objects</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Make connections with family, home, interests</li> <li><input type="checkbox"/> Make language real with visuals, realia, multisensory support, multimedia</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction</li> <li><input type="checkbox"/> Model language, process, and product</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> <li><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"</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand conversational and some academic English</li> <li><input type="checkbox"/> Has acquired a vocabulary of key words and phrases related to familiar and everyday topics</li> <li><input type="checkbox"/> May rely on drawings or other visuals to convey much of the meaning</li> <li><input type="checkbox"/> Uses first language to gain a greater understanding of new concepts.</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors</li> <li><input type="checkbox"/> Produces simple texts for a specific audience</li> <li><input type="checkbox"/> Writes in simple sentences with frequent grammatical errors</li> <li><input type="checkbox"/> Constructs more meaning from basic texts when it is accompanied by visuals to activate their prior knowledge/experience</li> <li><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</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Model language, process, and product</li> <li><input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction</li> <li><input type="checkbox"/> Give extra time to complete English language-based tasks</li> <li><input type="checkbox"/> Stage 1 approaches plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading, flexible reading groups (?),</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has well-developed conversational skills, with some or little accent</li> <li><input type="checkbox"/> Makes occasional grammatical and vocabulary errors</li> <li><input type="checkbox"/> Intended meaning is not always clear on the first try</li> <li><input type="checkbox"/> Can often derive meaning of new words from spoken and printed contexts.</li> <li><input type="checkbox"/> Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies</li> <li><input type="checkbox"/> Can engage with grade-level subject-area content with occasional assistance.</li> <li><input type="checkbox"/> Able to use a growing range of grade-appropriate academic vocabulary</li> <li><input type="checkbox"/> May require continued support with complex academic language tasks, such as reading word problems.</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate in new social settings</li> <li><input type="checkbox"/> Write to record personal experience and thoughts</li> <li><input type="checkbox"/> Compose a text of several connected sentences on a personal or experiential topic using basic punctuation.</li> <li><input type="checkbox"/> With scaffolding, engage in grade-level subject-area texts and tasks</li> <li><input type="checkbox"/> Can describe, retell, summarize, compare, write creatively, peer edit, takes leadership in group task</li> <li><input type="checkbox"/> Approaching age-appropriate use of standard English</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Pre-teach content vocabulary</li> <li><input type="checkbox"/> Provide assistance to learner when choosing appropriate reading material</li> <li><input type="checkbox"/> Continue to model</li> <li><input type="checkbox"/> Continue to give extra time and scaffolding to complete language-based tasks as needed</li> </ul>

Name: \_\_\_\_\_

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

Name: \_\_\_\_\_

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

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

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



## 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 <input type="checkbox"/> peer support <input type="checkbox"/> <input type="checkbox"/>

I agree to these English Language Adaptations for my child.

\_\_\_\_\_ by \_\_\_\_\_  
 Parent/Guardian Teacher

## ADAPTATIONS for ESL Learners

### USE OF GROUPS AND PEERS

- Utilize co-operative learning strategies when appropriate.
- Assign a peer helper to check understanding of directions, assignments being copied, notes from board completed.
- Assign a peer helper to read important directions and essential information.
- Assign a peer tutor to record material dictated by the student.
- Structure activities to create opportunities for social interaction.
- Focus on social process rather than activity or end product.

### ASSIGNMENTS

- Break assignment into shorter tasks.
- Give oral directions in small distinct steps (written / picture cues).
- Reduce language level of reading assignments.
- Give credit for late assignments.
- Grade on content, not appearance or spelling.
- Assign a study buddy.
- Provide a second set of textbooks for student to keep at home.

### TEST-TAKING ADAPTATIONS

- Arrange for oral testing.
- Oral reply / taped rather than written response from student.
- Modify test format: short answer, multiple choice, more pictures, shorten length.
- Preview language of test questions.
- Provide vocabulary / word choices.
- Administer test in an alternative setting.
- Allow special equipment that is used consistently (calculator, computer, spell check,,)
- Permit extra time.
- Permit short breaks during tests.
- Adjust grading criteria.
- Permit student to retake tests.
- Allow open book tests.
- Allow take-home tests.
- Allow approved notes as prompts for recall during tests.



## ADAPTING THE MATERIALS

- Allow student to use either cursive or manuscript.
- Let student type, record, or give answers orally instead of writing.
- Allow for spelling errors.
- Reduce amount of copying from text and board.
- Accept key word responses instead of complete sentences.
- Provide alternative novels, short stories, etc.
- Provide books on tape.
- Allow student to build models, draw pictures, or make displays in lieu of written assignments.
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (into smaller segments), highlighting, colour coding, or underlining.
- Use manipulatives and diagrams.
- Teach student how to use textbooks: index, glossary, unit organization, etc.
- Math fact sheets allowed for calculation.
- Calculator allowed for math problem solving.
- Provide study guides.
- Reduce language level of reading assignments.
- Provide student with written outline of the chapters.
- Highlight main ideas in the text.

## HELP FOCUS ATTENTION

- Establish relevancy and purpose for learning by relating to previous experience.
- Shape approximations of desired behaviour by providing direct reinforcement such as praise or immediate feedback for correct answers.
- Preferential seating.
- Make frequent check for assignment progress / completion.
- Give advance warning when a transition is about to take place.
- Use physical proximity to help student refocus.
- Provide written back-up for oral directions.
- Ask student to repeat / paraphrase directions.
- Check daily for use of agenda book.
- Homework checks by teacher.

## SELF MANAGEMENT

- Visual daily schedule.
- Calendars or student agenda book.
- Highlight important concepts to be learned.
- Use study sheets to organize materials.
- Review, practice and relate to prior knowledge.
- Organize binder / notebook / locker.

## Things teachers should know

-never assume that they know something when they nod and say "Yes" or "Okay." Even after social language is great, don't just assume that they understand a lesson. Use pictures, demonstrations, etc. ALL students benefit from that. Asking questions of your teachers is just not done in some cultures. It's seen as disrespectful.

-repetition is essential.

-don't assume that EAL learners are not educated because they can't, or won't respond.

-one of the reasons that young children pick up language faster, is that they have less language to learn as compared to an older student or adult.

-what makes a good student in China, for example, might not make a good student in Manitoba. They have to learn a whole new set of strategies. Strategies that were encouraged and worked well in their old school, such as memorization, might not be encouraged here. We emphasize problem solving and 'learning to think'. This is not the case in many cultures. Group work is unheard of in some schools. If you are asking your EAL students to 'reflect' and 'problem solve', you have to teach and model the concepts for them.

- for beginning language learners, pull out is extremely important. They need a place where they will be comfortable taking risks. As they improve, move to the classroom with supports.

- processing time is very important. If you are a fast speaker, EAL students don't have time to think.


- receptive vocabulary will usually be better than their expressive vocabulary.

-Assessment: allow for more 'wait' time, provide alternate means of communicating i.e. picture pointing, an alternate testing location i.e. after school

-DON'T take EAL kids out of French to learn basic English. It's an area where they can find success because everyone is a beginner.

-make sure students know how to ask for help or say they don't understand. Many school systems do not allow for that. They need the vocab i.e. "I don't know" or "I don't understand". "I need help" is equally important.

-when the concept is new, use language that is known. When the concept is known, use language that is new.




- if you want them to write, they must have access to the words with pictures or visual cues readily available.

-it takes 1 to 3 years to become fluent socially in English. A minimum of 5 and maybe up to 10 years to be proficient in our 'academic language' – in a supported situation.

-just because a child is socially fluent, does not mean that they are academically fluent. We forget that they are still language learners. They are often no longer classified as EAL learners, when in fact, they are.

-maintenance and development of a first language is really important. Parents should speak their first language at home. Use your child's first language in your teaching. Look up your student's first language (Google) for information. Ex. In Chinese, there are no tenses, so they are going to have difficulty with ours. 'Where' goes at the beginning of our questions, but at the end in Chinese.

-make a bookmark, or something else that can be taped to their desk showing frequently used instructions, such as, open your books, come the meeting place, with accompanying pictures.



-middle and senior years teachers have to start thinking like beginning years teachers. Lots of pictures, visual cues , hands on work and pre-teaching of vocabulary. Go through the date and schedule each day and have it written on the board.

-use assessment tools with caution.

-be aware of possible mental health issues that may arise in EAL students, from difficulties adjusting, pressure from parents to succeed, etc.

-literacy practices around reading are all cultural. In many cultures, they're still reading aloud in high school. Some can't comprehend what they are reading if they have to read it silently.

-start with an experience/activity/experiment and then build the language on that, rather than starting a lesson with a discussion that they won't have the vocabulary for.

-with any struggling student, not just EAL, you often have to simplify the language. Start with the simplified vocab and move to include more of the academic words needed for the unit. No more than 10 new words at a time.



- Word (MES) strategy

Stage 1 learners – work on word selection

Stage 2 learners – Model words for them

Stage 3 learners – Expand on what they say

Stage 4 and 5 learners – “Sound like a book.”


-make sure your students are getting chunks of language, not just individual words, i.e.

-“can be defined as”, “fits the description of”, “are capable of”, “for instance”

-teach/model language that will enable students to perform academic tasks before you give them the assignment, such as, compare, estimate, contrast.

-teach students strategies to handle unfamiliar words – use context, problem solving approach, dictionaries, personal vocab notebooks.

-the more time you put into teaching the vocabulary of a concept, the faster and smoother the actual lesson will go.






-be very clear about your expectations. Not “I’d like you to do this”, but “Do this at home tonight and bring it to me in the morning.” When possible, write expectations on the board.

## Stages of Second Language Acquisition

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
<b>Preproduction</b>	The student <ul style="list-style-type: none"> <li>• Has minimal comprehension</li> <li>• Does not verbalize</li> <li>• Nods "Yes" and "no"</li> <li>• Draws and points</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>
<b>Early Productions</b>	The student <ul style="list-style-type: none"> <li>• Has limited comprehension</li> <li>• Produces one- or two-word responses</li> <li>• Participates using key words and familiar phrases</li> <li>• Uses present-tense verbs</li> </ul>	6 months – 1 year	<ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• One- or two-word answers</li> <li>• Lists</li> <li>• Labels</li> </ul>
<b>Speech Emergence</b>	The student <ul style="list-style-type: none"> <li>• Has good comprehension</li> <li>• Can produce simple sentences</li> <li>• Makes grammar and pronunciation errors</li> <li>• Frequently misunderstands jokes</li> </ul>	1-3 years	<ul style="list-style-type: none"> <li>• Why...?</li> <li>• How...?</li> <li>• Explain...</li> <li>• Phrase or short-sentence answers</li> </ul>
<b>Intermediate Fluency</b>	The student <ul style="list-style-type: none"> <li>• Has excellent comprehension</li> <li>• Makes few grammatical errors</li> </ul>	3-5 years	<ul style="list-style-type: none"> <li>• What would happen if...?</li> <li>• Why do you think...?</li> </ul>
<b>Advanced Fluency</b>	The student has a near-native level of speech.	5-7 years	<ul style="list-style-type: none"> <li>• Decide if...</li> <li>• Retell...</li> </ul>

## PLANNING FOR EAL IN THE EY and MY CLASSROOM




### Differentiating Along the EAL Continuum

Continuum Stages	What Students Can Do	Appropriate Instructional Strategies and Activities
Stages: <b>EY, MY            1 and 2</b> 	<ul style="list-style-type: none"> <li>✓ Point</li> <li>✓ Draw</li> <li>✓ Match</li> <li>✓ Select</li> <li>✓ Circle</li> <li>✓ State</li> <li>✓ Choose</li> <li>✓ Act out</li> <li>✓ Label</li> <li>✓ Copy</li> <li>✓ Name</li> <li>✓ List</li> </ul>	<ul style="list-style-type: none"> <li>▪ Total Physical Response</li> <li>▪ Non-verbal role play</li> <li>▪ Read aloud</li> <li>▪ Songs, rhymes, drama</li> <li>▪ Pre-recorded stories</li> <li>▪ Wordless/patterned books.</li> <li>▪ Choral / echo reading</li> <li>▪ Picture Word Inductive Model</li> <li>▪ Language Experience Approach</li> <li>▪ Hands-on projects</li> <li>▪ Sequence</li> <li>▪ Frame sentences</li> <li>▪ Environmental labels</li> <li>▪ Word banks</li> <li>▪ Think-pair-share</li> <li>▪ Use first language</li> <li>▪ Simple graphic organizers</li> </ul>
Stages: <b>EY 2 &amp; 3            MY 2 &amp; 3</b> 	<ul style="list-style-type: none"> <li>✓ Recall</li> <li>✓ Retell</li> <li>✓ Define</li> <li>✓ Complete</li> <li>✓ Compare</li> <li>✓ Contrast</li> <li>✓ Summarize</li> <li>✓ Restate</li> </ul>	All of the above, plus: <ul style="list-style-type: none"> <li>▪ Role playing (verbal)</li> <li>▪ Read, recite (poetry)</li> <li>▪ Group discussions/cooperative learning</li> <li>▪ Retell stories</li> <li>▪ Respond to readings, process writing, quick writes, dialogue journals</li> <li>▪ Graphic organizers</li> <li>▪ Find key ideas and supporting points; summarize simple text</li> <li>▪ Find information in charts and graphics</li> <li>▪ Compare and contrast stories, authors, events, processes</li> <li>▪ Write with a model</li> <li>▪ Revise and edit for specific features</li> </ul>
Stages: <b>EY 3            MY 4</b> 	<ul style="list-style-type: none"> <li>✓ Analyze</li> <li>✓ Create</li> <li>✓ Defend</li> <li>✓ Debate</li> <li>✓ Evaluate</li> <li>✓ Justify</li> <li>✓ Support</li> <li>✓ Explain</li> </ul>	All of the above, plus: <ul style="list-style-type: none"> <li>▪ Summarize more complex text</li> <li>▪ Read and write age appropriate texts with some support</li> <li>▪ Analyze charts, graphs and stories</li> <li>▪ Predict outcomes</li> <li>▪ Support and defend positions/opinions</li> <li>▪ Evaluate and judge processes</li> </ul>

(Adapted from Intercultural Development Research Association, *Reaching all Students; Matching Learning Styles with Teaching Strategies* (2003, November).

## PLANNING FOR EAL IN THE SENIOR YEARS CONTENT-AREA CLASSROOM

### Differentiating for EAL Stages of Proficiency

Proficiency Levels (Entering Stages)	What Students Can Do	Appropriate Instructional Strategies and Activities
<p><b>Stages 1 &amp; 2</b></p>  <p>I have no or minimal English proficiency.</p>	<ul style="list-style-type: none"> <li>✓ Point</li> <li>✓ Draw</li> <li>✓ Match</li> <li>✓ Select</li> <li>✓ Circle</li> <li>✓ State</li> <li>✓ Choose</li> <li>✓ Act out</li> <li>✓ Label</li> <li>✓ Copy</li> <li>✓ Name</li> <li>✓ List</li> <li>✓ Use bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activate prior learning through first language</li> <li>▪ Total Physical Response (TPR)</li> <li>▪ Non-verbal role play</li> <li>▪ Rhymes, jazz chants, songs</li> <li>▪ Recorded texts</li> <li>▪ Reading a-loud</li> <li>▪ Choral / echo reading</li> <li>▪ Language Experience Approach (LEA)</li> <li>▪ Hands-on projects</li> <li>▪ Visual scaffolds</li> <li>▪ Environmental labels</li> <li>▪ Word banks</li> <li>▪ Think-pair-share</li> <li>▪ Simple sentence frames</li> </ul>
<p><b>Stages 3 &amp; 4</b></p>  <p>I have functional oral skills in English. I am developing reading and writing skills.</p>	<ul style="list-style-type: none"> <li>✓ Recall</li> <li>✓ Retell</li> <li>✓ Define</li> <li>✓ Complete</li> <li>✓ Compare</li> <li>✓ Contrast</li> <li>✓ Summarize</li> <li>✓ Restate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role playing (verbal)</li> <li>▪ Reading, reciting poetry, writing</li> <li>▪ Group discussions</li> <li>▪ Literature circle, study group (with clear roles)</li> <li>▪ Retelling stories</li> <li>▪ Sentence starters</li> <li>▪ Process writing, quick writes, dialogue journals</li> <li>▪ Follow models for text forms</li> <li>▪ Graphic organizers</li> <li>▪ Summarizing</li> <li>▪ Compare and contrast items</li> <li>▪ Classify and report information</li> </ul>
<p><b>Stages 4 &amp; 5</b></p>  <p>I have proficient oral skills and functional reading and writing skills for my age. I need help to comprehend, interpret and articulate academic language.</p>	<ul style="list-style-type: none"> <li>✓ Analyze</li> <li>✓ Create</li> <li>✓ Defend</li> <li>✓ Debate</li> <li>✓ Evaluate</li> <li>✓ Justify</li> <li>✓ Support</li> <li>✓ Explain</li> <li>✓ Use thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Age appropriate reading and writing</li> <li>▪ Analyzing charts, graphs and stories</li> <li>▪ Predicting outcomes</li> <li>▪ Supporting and defending positions/opinions</li> <li>▪ Infer meaning</li> <li>▪ Evaluating and judging processes</li> </ul>

(Adapted from Intercultural Development Research Association, *Reaching all Students; Matching Learning Styles with Teaching Strategies* (2003, November).

## PLANNING FOR EAL IN THE SENIOR YEARS CONTENT-AREA CLASSROOM

### Scaffolding along the EAL Continuum for Independence

Stage 1 (Silent/receptive/ emerging)	Stage 2 (Emerging/ developing)	(Stage 3) (Developing)	(Stages 4/5) (Expanding/ advanced)
Use visual aids and gestures	Engage students with charades, 20 questions, other language guessing games	Give prompts to aid group discussions e.g., (I agree, but____)	Help students see the structure of informational texts for reading and writing.
Slow speech, emphasizing key words; allow time between thought groups for processing.	Do role-playing activities. Practice with script.	Use skits or presentations with student-written dialogue; improvise dialogues.	Speak at normal speed. Allow processing time before responses.
Do not force students to speak	Provide sentence frames/open-ended sentences.	Have students fill out forms, charts, applications. Model longer structures, like paragraphs.	Help students plan writing and speaking.
Use Total Physical Response (TPR) techniques	Conduct student interviews with the questions/guidelines written out.	Work with peer conversation partner on assigned or choice topics.	Help students with expressing ideas in different registers (e.g., informal, more formal)
Write key words on the board with students copying them as they are presented	Word sorts; personal dictionary with translation, examples, visual representation	Concept maps with words/expressions indicating relationships between ideas.	Help students find appropriate connecting words and expressions (e.g., as a result, unfortunately)
Use pictures and concrete items to help illustrate concepts	Use charts, tables, graphic organizers to see the relationships of concepts and new vocabulary; watch animations of processes.	Use (age and linguistically appropriate) websites to find background information.	Promote critical analysis and evaluation of media information.
Use multimedia language role models (listen to taped stories, etc.)	Use (age and linguistically appropriate) newspaper, Internet, and other mainstream media to encourage language interaction.	Use segments of TV, videos, podcasts with pre-taught vocabulary, closed captioning (English) listening guide—find key words.	Use longer segments of TV, videos, podcasts with pre-taught vocabulary, listening guide—find key words, re-tell in other format.
Read along with recorded text.	Encourage partner and trio readings;	Individual reading following model.	Story telling, reports, presentations accompanied by visual aids.
Use first language when the concept is challenging.	Use first language when the concept is challenging.	Use first language for brainstorming and planning.	Use first language for brainstorming, planning when needed, encourage shift to English.
Picture and bilingual dictionaries	Picture and bilingual dictionaries	English learner dictionaries	English learner dictionary, thesaurus



## CLASSROOM TEACHERS

### Suggestions for Integrating ESL Students

1. Prepare the class to act on the understanding that integration is two-way.
  - Point out the overwhelming disorientation that new students will likely feel when everything is incomprehensible.
  - Assign buddies: in-class help, recesses (4) / breaks, lunch, etc.
  - Encourage students to:
    - o use student's name in greetings
    - o visually demonstrate friendliness: smile, wave, draw them into group activities with gestures, etc.
2. Use gestures and body language to visually demonstrate warmth, humour, approachability and willingness to help.
  - This 'teacher persona' needs to be explicit because it may be a different approach from what the student has experienced in the past.
3. Modify teacher talk by:
  - Simplifying vocabulary and sentence structure
  - Avoiding or rephrasing idioms
  - Repeating or rephrasing ideas and instructions
  - Speaking clearly, using a slightly modified pace.
4. Seat ESL students so they have access to you and to their peers.
  - Near, not at, the front of the class so that he / she can follow what the other students are doing.
5. Give ESL students something definite to do when the class is working independently at a 'too difficult' task for ESL student participation.
  - Class books for browsing through.
  - Notebook for creating a 'personal dictionary'.
  - ESL Starter Kit: German books, 'easy' English books, children / youth magazines, picture / word match-ups, books on tape, etc.
6. Expect a 'silent period'. (May last a few hours to a few months!)
  - Language learners need lots of comprehensible input before they are ready to speak.

## 7. Instructional Adaptations

Use whatever means available to make lessons as context rich and as comprehensible as possible involving all 6 language modes (listening, speaking, reading, writing, viewing, representing) :

Visuals, pictures, concrete materials

Graphic organizers

Demonstrations

Pantomimes

German: bi-lingual dictionaries, peer language buddy

Point out language conventions, expressions, phrases, key words.

Use students' background experiences, interests, skills.

Simplify text: shorter sentences, simpler terms.

Provide opportunities for students to review content with peers.

Provide specific instructions for assignments with examples.

Adaptations for Assignments:

Allow more time

Allow collaboration with peers.

Modify expectations: reduce amount of material the student is expected to produce.

## 8. Include the student in all activities

- Expect students to actively watch, listen and (quietly) participate right from the start during class lessons.
- Make sure students understand special occasion directions and expectations: \$\$, time, etc.

## 9. Provide a personal timetable.

## 10. Expect the student to learn.

- Demonstrate your expectations through positive encouragement.

## 11. Evaluate in terms of how much students CAN do.

- Accept the fact that the ESL student will be behind academically.
- Allow students to articulate their understanding verbally.
- Observe students' understandings in cooperative peer activities.
- Use bi-lingual report card for reporting on English language development.

## 12. Acknowledge and celebrate little successes.

**Q: What's an E.A. to do?**

**A: Help to maximize integration, inclusion and independence.**

*How? What does the 'helper teacher's' role look like in the classroom?*

**During the teacher's lesson:**

- E.A. can sit beside or monitor several students to:
  - help focus their attention on the teacher's lesson; point to what the teacher is talking about: visuals, texts, objects, etc.
  - run their finger along the text in guided reading and content texts, pointing to important parts that the teacher is talking about
  - listen and look for essential concepts and key vocabulary that will need to be reinforced, explained, shown, translated
  - provide quick links, connections, drawings, reference to visuals, translations
  - encourage participation in class based on knowledge of students' skills
    - provide oral answers, "put your hand up and say, '-----'"
    - "tell your teacher/class that you have/did/went/ know/want..."
  - encourage the students' partners to show/translate/point/run finger along text/ encourage language learner to copy their work, etc.
- supervise the class while the teacher works with individuals, small groups

**Before and after the teacher's lesson:**

- Help to make texts and written assignments comprehensible: (some could be done during the teacher's lesson while keeping an eye on students)
  - simplify, reduce, summarize, use highlighter on topic sentences and main ideas in texts, find visuals (pictures, drawings, demonstrations, graphs)
  - identify essential, enduring understandings in concepts and key vocab
- Pre and post teach concepts and new vocabulary provided by the teacher
- TALK and then help students write about what they know about the lesson content, illustration in texts, visuals used
- Read-a-loud texts and assignments; simplifying/reducing, explaining language
- Assist with assignments and homework; very liberally at first.
- Re-word / reshape student's talking and writing to 'sound like English'
- Fill any gaps in background knowledge; look for materials in previous grades
- Extend students' learning by: asking questions, providing prompts, encouraging fuller responses (oral, graphic, written), offering ideas, making connections, etc.
- Computer skill development; familiarize students with programs the class is using
- Daily reading practice that is filled with TALKING about texts & illustrations
  - Basics: letter recognition, phonics in context
- Guided reading, writing and spelling groups; leading, assisting
- Reinforce info re.: school routines, expectations, functions, concerts, trips, etc.
- Be an advocate for inclusion & integration. Assist students toward independence.

## Teaching Strategies that Work for EAL Learners

### Welcoming environment

- Create a welcoming learning community where learners feel free to take risks with language.
- Build relationships—learn about each other.
- Allow for individual differences in learning styles, cultural backgrounds, and educational experiences.
- Use relevant life and subject-area content as a catalyst for language development.
- Group students to encourage participation:

### Supporting Comprehension

- Provide bilingual support when needed, especially in the early stages. However, avoid relying on translation. Bilingual support should always scaffold to learning in English.
- Make input comprehensible by
  - adjusting the linguistic features just slightly beyond the learner's current level of competence
  - supporting meaning with visuals, gestures, realia, models, and manipulatives
  - encouraging interaction that leads to the negotiation of meaning
- Enhance the comprehensibility of readings through
  - activating background knowledge
  - previewing vocabulary and text structure
  - using graphic organizers and other reading strategies
- Speak naturally, only slightly more slowly for beginners, pausing briefly at the end of thought groups to allow for processing. Increase rate over time.
- Avoid figurative and idiomatic language in the early stages; use carefully, but explain in context in the later stages.
- Monitor comprehension, using a range of techniques including nonverbal and teacher-supported responses; clarify misunderstandings before moving on.

### **Scaffolding learning**

- Build on students' prior knowledge and experiences of language and content. Use known concepts to teach new language; use known language to teach new concepts (Mora).
- Use experiential learning to build language and concepts; model and provide frequent non-threatening opportunities for students to observe and then practise.
- Provide opportunities for students to integrate and refine meaning through different learning modalities (i.e., visual, auditory, kinesthetic) and intelligences.
- Design for success from the earliest stages of language development; present new information in small, comprehensible chunks. Students need to see progress.
- Scaffold students from simple to more complex interactions, providing models, words, prefabricated chunks, and sentence frames.
- Help students notice important information and language, both in classroom discussion and in written text. Provide study notes and summary charts; maintain word walls. Teach students note-taking and review strategies. Allow students to listen and then take notes.
- Give clear instructions; explain or demonstrate procedures step-by-step; show models of completed tasks. Provide a written version of oral instructions.
- In beginning stages, simplify vocabulary and sentence structure, but increase complexity as the language develops.
- Teach and model a variety of learning strategies, including metacognitive strategies that may be new to many learners from different educational backgrounds.

### **Building Vocabulary**

- Begin early to develop the specialized vocabulary and language skills that are used in different subject areas; students do not have to wait until conversational language is fully developed.
- Design learning experiences that encourage students to focus on vocabulary and other language features in context.
- Recycle new words and language structures in a variety of meaningful contexts.
- Teach natural word partners along with the concept word, *e.g., feel free to; a great demand for; powerful computers*
- Include the function words and expressions that tie concept words together, *e.g., because of \_\_\_; the sum of which; is known as*
- Teach common words that are used in specialized ways in a content area, *e.g., root, power, table*
- Teach cognates when possible.
- Teach common word roots, prefixes and suffixes to help students become independent word learners

### **Encouraging Language Production**

- Create frequent situations for students to practise and apply new language learning
  - in low-stress situations
  - in meaningful contexts, such as cooperative learning tasks
  - through purposeful, natural interactions
  - using a variety of adults and peer groupings
  - with opportunities to test and refine their hypotheses about form
- Create opportunities for students at all levels of English proficiency to engage in class learning by providing sentence frames, prompts, and models. With students, compose word and sentence walls/notebook sheets.
- Provide frequent feedback, elaborating on learners' responses with more grammatically complete, detailed answers.. As students develop academic language skills, feedback needs to encourage both the precision and complexity of the language.
- Allow sufficient response time for oral answers while students process their thoughts in two languages.

### **Encouraging Reflection**

- Model the language of reflection and metacognition.
- Use learning logs and blogs with varying degrees of sentence starters.
- Have students use words or pictures to create metaphors and similes comparing how they felt at the beginning of the year, currently and where they want to be at the end.
- Use structured reflection, e.g., 3-2-1 activity.
- Use online word clouds to reflect on the frequency of words used in texts.

## Writing Scaffolding for Children New to English

- Actively encourage writing in the first language. Where possible, use dual-language tasks, perhaps with the help of a parent or older students.
- For a recount or narrative, have learners draw a sequence of events and dictate what they want to say. Write this text for them, which they can trace over or copy.
- Use picture sequencing with a group of students as a basis for narrative.
- Have learners match photos or pictures to simple sentences or labels or use a barrier game for picture and sentence-matching.
- Use dialogue journals between yourself and the EAL learner, or between the EAL learners and an English-speaking buddy. Take turns writing one or two sentences.
- Make jumbled sentences. Get learners to tell you a sentence about themselves, something they have done, or something they like. Scribe it for them and then get them to cut this up into single words. Learners rearrange the jumbled sentence, read it, and then rewrite it. Get them to write an equivalent sentence in their mother tongue too, if possible.
- Variation: write the same sentence on two strips of card. Cut one into the individual words. Place the matching words on top of the uncut strip.
- For learners who are not completely new to English, but who still need strong support, provide them with an explicit framework for the kind of writing the class is doing. This explicit scaffolding allows them to take part in the same tasks as the rest of the class—it is the nature of the scaffolding rather than the task itself that changes. (see reverse)

Adapted from Richard-Amato and Snow, *Academic Success for English Language Learners: Strategies for Mainstream Teachers*, 2005, Pearson Education, pp. 294-295

Academic Language Function	Student Uses Language to:	Examples	Thinking Map®	Graphic Organizers	Language Structures/Key Signal Words	Tasks Associated with Academic Language Function	Questions Commonly Asked
Seek Information	Observe and explore; acquire information; inquire	Use who, what, when, where, and how to gather information	Circle Map	Attribute Diagram Web SQ3R Concept Definition Map Outlines Cornell Note-taking	To be, action verbs, prepositions	Define, count, draw, identify, indicate, label, list, match, name, point, recall, recite, reproduce, repeat, trace, write, state, select, record, attributes, characteristics, main idea	Who ____?, What happened?, Where did it happen?, When did it happen?, Where did you find that?, How do you do that?
Inform	Identify, report, or describe information	Recount information presented by teacher or text, retell a story or personal information	Circle Map Bubble Map	Web SQ3R Concept Definition Map Outlines Cornell Note-taking	Adjective use, descriptive language, superlatives/comparatives, ____ said, the book says, first, second, next, etc., according to	Retell, recount, reorder, represent, depict, paraphrase, summarize, give examples, draw, explain, conclude, convert, describe, prepare, transform, translate, restate, rewrite, prepare, give in your own words, generalize, extrapolate	Retell the story in your own words. Summarize the chapter on _____. What happened?, Report your findings., Describe the main character. Tell about _____. What happened? Show how_____.
Compare	Describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show difference and similarity	Double bubble Map Bridge Map	Venn Diagram Semantic Features Analysis T-Chart Fact-Opinion Charts	However, but, as well as, on the other hand, not only....but also, either....or, while, although, unless, similarly, yet, compared with, similar to, different than, and yet, as opposed to, alternatively, apart from, by contrast, contrary to that, conversely, in spite of this, nevertheless, nonetheless, notwithstanding, regardless, some....., but others, still, then again, by the same token, correspondingly, likewise, too	Distinguish, compare, contrast, group, identify, illustrate, point out, recognize, separate, describe, attributes, commonalities, differences, differentiate,	How are ____ and ____ the same? Different? Compare ____ and _____. Describe _____. Now, describe _____. Do either of these _____? What makes ____ the same? What makes ____ different? How do we know the difference between __ and __?



Order	Sequence objects, ideas, or events	Describe/make a timeline continuum, cycle, or narrative sequence	Flow Map	Cycle Graph Flow chart Timeline Outlines	First, second, third,.... Next, before, after, afterwards, later on, time, not long after, now, as, when, immediately, preceding, initially, meanwhile, following, until, soon, today, as soon as	Organize, develop, discover, complete, process, outline, order	Put things in chronological order. What happened first? (Second, later, last, etc.) When was ____? What would happen if ____?
Classify	Group objects or ideas according to their characteristics	Describe organizing principles, explain why A is an example but B is not	Tree Map	Hierarchical Organizer Pictograph	Descriptors, adjectives, kinds, types, traits, characteristics, an example of, list	Classify, break down, arrange, organize, categorize, construct, create, generate, summarize, criteria, preclude, include, arrange, group, genres	What color is __? What size is __? What is the texture like? What types of ____ are represented here? What traits do these ____ have in common? What characteristics do these have in common? What makes these different? Sort these by _____ (size, color, texture, shape, etc.)
Analyze	Separate whole into parts; identify relationships and patterns	Describe parts, feature or main idea of information presented	Brace Map Multi-flow Map Flow Map Tree Map Circle Map	Fishbone Organizers Main idea/supporting details Organizer	Is a part of, is related to, to be, same, different, similarities, differences, the common traits, to, so that, nevertheless, thus, accordingly, if.....then (conditional connectors), makes, causes, because, creates, results in, due to, on account of, therefore	Analyze, calculate, choose, classify, criteria, diagram, break down, categorize, classify, compare, contrast, deduce, detect, differentiate, discriminate, distinguish, group, identify, illustrate, infer, order, outline, point out, recognize, relate, select, separate, subdivide, transform	What is the difference? How is/are they related? Why is ____ important? Are they common traits? What caused ____ to happen? What results/consequences might ____ create? What is the main idea? What details support this idea?

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Infer	Make inferences; predict implications, hypothesize	Describe reasoning process (inductive or deductive) or generate hypothesis to generate causes or outcomes	Multi-flow Map	T-Chart	Future tense, use of will, if....not, if....then (conditional connectors), descriptive verbs, adjectives	Predict, extrapolate, restate, represent, rewrite, summarize, give examples, evidence, supporting details, reconstruct, synthesize, derive, deduce, explain, create, construct	Why did that happen? How did that happen? Why do you think ___? What makes you think ___? What tells you ___? How do you know that?
Justify and persuade	Give reasons for an action, decision, point of view; be convincing	Tell why A is important and give evidence in support of a position	Circle Map Tree Map	Opposing forces chart Prediction Tree	I think, according to, for example, in fact, most important If....not, if....then, I believe, because, since, based upon, you should, understand, on the contrary, you need to, therefore, from my point of view	Justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, criteria, refer, relationship, irrelevant, preclude, include, give/support your point of view, tone, thesis, evidence, debate, crucial, critical	Why do you think this is important? What evidence do you have to support your point of view? How can you convince someone of your ideas? What reasons will you give to justify your point of view? How did you arrive at your decision?
Solve Problems	Define and represent a problem; determine solution	Describe problem-solving procedure; apply to real life problems	Multi-flow Map	Problem-Solution boxes Cause-effect Chain Opposing forces chart	Because, since, therefore, so that, consequently, as a result, this led	Solve, deduce, hypothesize, causes, effects, support, test, validate, verify, summarize, rate, rank, measure, relate, recommend, justify, judge, interpret, determine, discriminate, decide, criteria, table, refer, relationship, diagram, consequence	What is the process to solve this problem? What is required to solve this problem? Why? What is the criteria? What is your hypothesis? What evidence do you have to support your hypothesis? What is the relationship between __ and __? What are the causes? What are the effects? What is your interpretation of this conclusion?

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Synthesize	Combine or integrate ideas to form a new whole	Summarize information cohesively; incorporate new information into prior knowledge	Circle Map	Webs	Conjunctions, in other words, that is to say, to put it differently	Arrange, categorize, combine, compile, compose, construct, create, deduce, derive, design, devise, develop, document, explain, formulate, generalize, generate, integrate, modify, organize, prepare, plan, produce, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite specify, summarize, tell, transmit, write, criteria	What _____? your plan be for _____? How might this be different if _____? How would you re-write this? How would you arrange this into _____? How do they relate to each other?
Evaluate	Assess and verify the worth of an object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgment, confirm truth	Double Bubble Map (prioritize characteristics) Multi-flow Map	Cause-effect Chain Opposing forces Chart	I think, according to, for example, in fact, most important, for instance, for example, specifically	Appraise, argue, assess, compare, conclude, consider, contrast, criticize, critique, decide, describe, determine, discriminate, distinguish, evaluate, grade, judge, justify, write, recommend, validate, verify, test, support, rate, rank, measure, criteria, interpret, relate	What is your favorite _____? Why? How does this impact _____? How or why is this significant? How or why is this valuable? How or why is this useful? What did you do to develop _____? Why?

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Kucer, S.B. & Silva, C. (2006). *Teaching the Dimensions of Literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.

## USEFUL WEBSITES

- **Manitoba Education—EAL**  
[www.edu.gov.mb.ca/k12/cur/diversity/eal/index.html](http://www.edu.gov.mb.ca/k12/cur/diversity/eal/index.html)
- **TEAL Manitoba:** MTS SAG group for EAL—resources, PD, networking  
[www.tealmanitoba.ca/](http://www.tealmanitoba.ca/)
- **Everything ESL** (Note: most of the “how to” websites are from the U.S. and reflect their educational context and demographic.) Lots of basic information and lesson plans for beginning and intermediate ESL (EAL) students and teaching tips for both EAL and mainstream teachers here.  
[www.everythingsl.net](http://www.everythingsl.net)
- **Colorín Colorado:** Search the phrase “English language learners” to find articles, webinars, and resources.  
[www.coloringcolorado.org](http://www.coloringcolorado.org)
- **Starfall:** Free interactive reading and language arts website for young beginning readers. Emphasizes phonemic awareness and phonics, but with lots of fun.  
[www.starfall.com](http://www.starfall.com)
- **ICDL-International Children’s Digital Library:** online library with children’s books from around the world—in many languages, some with dual languages.  
[en.childrenslibrary.org](http://en.childrenslibrary.org)
- **Enchanted Learning:** a wide range of educational topics for printing, great resource for content area graphics and word banks. Some free resources, otherwise a small membership fee.  
[www.enchantedlearning.com](http://www.enchantedlearning.com)
- **Reading A-Z:** For a small membership fee, many levels of downloadable fiction and informational texts that can be photocopied. Some free materials.  
[www.readinga-z.com/](http://www.readinga-z.com/)
- **Cultural Profiles Project:** by Citizenship and Immigration. Profiles of the culture and customs of many of the countries Canada receives immigrants from.  
[www.cp-pc.ca/english/](http://www.cp-pc.ca/english/)
- **WordSift:** Just cut and paste any text into WordSift and the tool will quickly identify important words that are in the text.  
[wordsift.com](http://wordsift.com)
- **Academic Word List (AWL):** a list of 540 word families that are frequently found in senior academic texts, but begin to be used in Early Years.  
[www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)

- **Academic Vocabulary:** based on the AWL, this site has tools for finding the AWL words in any text and making gap-fill exercises for practice.  
[www.nottingham.ac.uk/~alzsh3/acvocab/](http://www.nottingham.ac.uk/~alzsh3/acvocab/)
- **Visual Thesaurus:** lots of amazing vocabulary tools, some free, some for a yearly subscription  
[www.visualthesaurus.com](http://www.visualthesaurus.com)
- **Student-created dual language books** in a multilingual setting  
<http://thornwoodps.dyndns.org/dual/index.htm>  
<http://www.hawthorneps.ocdsb.ca/HawthorneWrites/index.htm>
- **World news headlines** in 43 languages  
<http://www.bbc.co.uk/worldservice/languages/>
- **Free online international newspapers**  
<http://www.ipl.org/div/news/>
- **High school and university levels resources** in 34 languages  
<http://onlinebooks.library.upenn.edu/archives.html#foreign>
- **great support materials for many curricular topics;** see alphabetic list)  
<http://www.kidskonnnect.com/>
- search any topic in students' primary languages; visit the section on **translating URLs** into different languages  
[http://www.google.com/language\\_tools?hl=en](http://www.google.com/language_tools?hl=en)  
  
**math concepts translated** into various languages  
<http://www.glencoe.com/sec/math/mlg/mlg.php>
- <http://www.wikipedia.org/>
- [http://en.wikipedia.org/wiki/Simple\\_English\\_Wikipedia](http://en.wikipedia.org/wiki/Simple_English_Wikipedia)
- **World Wildlife Fund** -- science information in many languages and representing 43 countries  
<http://www.wwf.org/>
- **Map outlines**  
<http://www.eduplace.com/ss/maps/world.html>
- **Mama Lisa's World of Children and International Culture** (songs, rhymes, information from all over the world in English and a country's native languages)  
<http://www.mamalisa.com/>

**Canadian Language Basics Volume C: Lesson Plans for LINC/ELSA Level 2**

Davis, Heather; Spiral-bound;

ISBN-10: 0195439589 Oxford University Press (Mar 7 2011)

**The Basic Oxford Picture Dictionary, Second Edition**

Oxford University Press

*The Basic Oxford Picture Dictionary, Monolingual, 2nd edition, 2003*

(ISBN 0-19-437232-4)

*Teacher's Book: The Basic Oxford Picture Dictionary, 2003*

(ISBN 0-19-437237-5)

*Teacher's Resource Book: The Basic Oxford Picture Dictionary; Reproducible Activities, 1994*

(ISBN 0-19-434469-X)

*The Basic Oxford Picture Dictionary Literacy Program, 1996*

(ISBN 0-19-434573-4)

*The Basic Oxford Picture Dictionary Overhead Transparencies, 2003*

(ISBN 0-19-433973-4)

*The Basic Oxford Picture Dictionary Picture Dictionary Compact Discs 1-3, 2003 (ISBN 0-19-438598-1)*

*The Basic Oxford Picture Dictionary Workbook, 1994 (optional consumable resource) (ISBN 0-19-434567-X)*

**Oxford Junior Illustrated Dictionary, New Edition**

Oxford University Press (9780199115228)

**The Usborne Illustrated Dictionary of Maths**

Usborne (ISBN 9780746080528)

**Keys to Learning: Skills and Strategies for Newcomers**

Pearson Education, Inc., 2005

*Keys to Learning: Skills and Strategies for Newcomers (student text)*

(ISBN 0-13-189221-5)

*Keys to Learning: Skills and Strategies for Newcomers: Teacher's Manual*

(ISBN 0-13-189222-3)

*Keys to Learning: Skills and Strategies for Newcomers: Transparencies*

(ISBN 0-13-192997-6)

*Keys to Learning: Skills and Strategies for Newcomers: Audio Program Compact Discs (ISBN 0-13-109276-6)*

*Keys to Learning: Skills and Strategies for Newcomers: Workbook (optional black and white consumable for self-study) (ISBN 0-13-189223-1)*

**Interchange Introductory Series 3<sup>rd</sup> Edition**

Cambridge University Press

*Interchange, Intro. Workbook (052160155X)*

*Interchange, Intro. Class audio CDS (0521601649)*

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*Interchange, Intro. Teacher's Edition (0521601584)*

**Interchange 1 Series**

Oxford University Press

*Interchange 1, Class audio CDS (0521601843)*

*Interchange 1, Teacher's edition (0521601800)*

*Interchange 1, Teacher's resource book (0521601819)*

*Interchange 1, Workbook (0521601770)*

*Interchange 1A Workbook (0521601789)*

*Interchange 1, Student's Book (0521601711)*



**Interchange 2 Series**

Oxford University Press

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*Interchange 2 Student's Book (0521601940)*

*Interchange 2 Teacher's Edition (0521602033)*

*Interchange 2 Teacher's Resource Book (0521602041)*

*Interchange 2 Workbook (0521602006)*

**Integrating CLB Assessment into your ESL Classroom**

Centre for Canadian language Benchmarks (*ISBN 1897100035*)

**English Know How**

Oxford University Press

*Student Book 1*

*Workbook 1 & 1B*

**English Know How**

Oxford University Press

*Student Book 2*

*Workbook 2*



**Canadian Snapshots Linking to the Community**

Pearson Longman

*Student book (ISBN 9782761314343)*

*Listening & Pronunciation CD (ISBN 2761314360)*

**Integrating CLB Assessment into your ESL Classroom**

Centre for Canadian language Benchmarks (*ISBN 1897100035*)

*Reason to Write: Strategies for Success in Academic Writing; High beginning (2001) (ISBN 0-19-431120-1)*

*Reason to Write: Strategies for Success in Academic Writing; Low intermediate (2001) (ISBN 0-19-436771-1)*

*Reason to Write: Strategies for Success in Academic Writing; Intermediate (2003) (ISBN 0-19-436773-8)*

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Pearson Longman

*Textbook (ISBN 9782761315845)*

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**Illustrated Everyday Idioms with Stories 1**

Compass Publishing (*ISBN 9781932222159*)

**Illustrated Everyday idioms with Stories 2**

Compass Publishing (*ISBN 9781932222166*)

**English, Yes: Learning English Through Literature Introductory Kit**

Jamestown Publishers

*Student Reader (ISBN0890619158)*

*Teacher's Guide (ISBN 0890619174)*

*Sound Cassette (ISBN 0890619255)*

**English, Yes: Learning English Through Literature Beginning Kit**

Jamestown Publishers

*Student Reader (0890617872E)*

*Teacher's Guide(0890619182E)*

*Sound Cassette A(0890619298)*

*Sound Cassette B(0890619301)*

**English, Yes: Learning English Through Literature, Levels 1**

Jamestown Education

*Compact disc(0078608562)*

*Text(007831108X)*

*Teacher's Guide(007860026X)*

**English, Yes: Learning English through Literature Level 2: Introductory Kit**

Jamestown Education

*Compact Disc (0078608570)*

*Teacher's Guide (0078600278)*

*Text (0078311098)*

**English, Yes: Learning English through Literature: Intermediate Level 2**

Jamestown Publishers

*Textbook (0890617937)*

**Focus on Grammar An integrated Skills Approach 2<sup>nd</sup> Edition, level 1 (Beginning)**

Pearson Longman

*Workbook (9780131474697)*

*Audio Program(9780131474734)*

**Focus on Grammar An integrated Skills Approach 2<sup>nd</sup> Edition, level 2 (High Beginning)**

Pearson Longman

*Workbook*

*Audio Program*

**Focus on Grammar 2: An Integrated Skills Approach, Third Edition Irene E. Schoenberg Pearson Education (Oct 21 2005)**

**ISBN-10: 0131899716**



**Basic English Grammar 3<sup>rd</sup> Edition (Schrampfner Azar and Hagen)**

Longman

*Basic English Grammar Textbook (0133683176)*

*Basic English Grammar, with Answer Key (0131957341)*

*Basic English Grammar, Teacher's Guide (0131849298)*

*Basic English Grammar Workbook (0131849344)*

**<http://www.esl.net/textbooks.html>**

Includes textbooks for young adults and adolescents with samples to see of the easiest level.

**Merriam-Webster's Learner's Dictionary**

[www.learnersdictionary.com/...incisor](http://www.learnersdictionary.com/...incisor)

This is a great dictionary for EAL students or anyone who wants an easier-to-understand

**Silent Film in the ESL Classroom**

[lkasper.tripod.com/unspoken.pdf](http://lkasper.tripod.com/unspoken.pdf)

Includes activities for ESL students and a list of suggested silent films

**The Essentials of Language Teaching**

[www.nclrc.org/...index.htm](http://www.nclrc.org/...index.htm)

A good overview of language teaching, planning lessons, teaching language skills

**Teaching Grammar is Laughing Matter with Mr. Bean!**

[sites.google.com/...ammarislaughingmatterwithmr.be](http://sites.google.com/...ammarislaughingmatterwithmr.be)

Learn how to have your ESL students laughing through grammar lessons as well as providing excellent language practice using video clips from the popular Mr. Bean series.

**Jokes in English for the ESL/EFL Classroom - Newest Jokes (I-TESL-J)**

[iteslj.org/jokes.html](http://iteslj.org/jokes.html)

Jokes help learners use new vocabulary and gain insight into a new culture. And they're fun!

**Grammar To Go**

[elt-marketing.oup.com/...gtg\\_archive.htm](http://elt-marketing.oup.com/...gtg_archive.htm)

### **Homonyms**

[www.cooper.com/homonym.html](http://www.cooper.com/homonym.html)

A brilliant little website with an endless resource of homonyms.

### **Dave's ESL Cafe**

[www.eslcafe.com](http://www.eslcafe.com)

### **ESL Vocabulary Lists**

[www.esl-lab.com/index.htm](http://www.esl-lab.com/index.htm)

Vocabulary lists organized by theme (ex. Doctor visit, Restaurant guide). Helpful resource for planning vocabulary lessons.

### **Information Gap Activity sample**

[www.eslgold.com/...information\\_gap.html](http://www.eslgold.com/...information_gap.html)

An exercise where learners have to use inquiry to complete an information sheet.

### **For Manitoba EAL Teachers**

[www2.immigratemanitoba.com/...eal\\_teachers](http://www2.immigratemanitoba.com/...eal_teachers)

### **Cultural Profiles Project**

[www.cp-pc.ca/english](http://www.cp-pc.ca/english)

Profiles of the cultures and customs many countries Canada receives immigrants from.

### **Boggles World**

[bogglesworldesl.com](http://bogglesworldesl.com)

Many resources and links to other ESL sites.

### **Randall's ESL Cyber Listening Lab - For ESL/EFL Students**

[www.esl-lab.com](http://www.esl-lab.com)

**CBC Learn English website**

[www.cbc.ca/eal](http://www.cbc.ca/eal)

CBC's English language website

Huge variety of ESL listening exercises, sorted by difficulty and with accompanying

**ESL Cafe's Idea Cookbook - Table of Contents**

[www.eslcafe.com/index.cgi](http://www.eslcafe.com/index.cgi)

- A well-known and excellent site with many interesting ideas.

Reading A to Z (website resource) <http://www.readinga-z.com/>

[www.usalearns.org](http://www.usalearns.org)

[www.mysterynet.mb.ca/index.php/links](http://www.mysterynet.mb.ca/index.php/links)



## English as an Additional Language (EAL)

### Administrative Procedure 3.A.35

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

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

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Date Adopted:

Date Amended:

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#### 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).

#### 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).

- 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 <input type="checkbox"/> 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><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has limited understanding of English</li> <li><input type="checkbox"/> May be emerging from a silent period</li> <li><input type="checkbox"/> Uses first language and interlanguage frequently</li> <li><input type="checkbox"/> May not be familiar with classroom and playground routines and expectations in Manitoba</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows simple classroom routines</li> <li><input type="checkbox"/> Shares some personal information using simple words and simple phrases</li> <li><input type="checkbox"/> Responds non-verbally and begins to respond verbally to simple commands, statements, and questions</li> <li><input type="checkbox"/> Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)</li> <li><input type="checkbox"/> Begins to construct meaning from simple texts through print features</li> <li><input type="checkbox"/> Imitates and copies from a peer model</li> <li><input type="checkbox"/> Recognizes and prints letters of the alphabet</li> <li><input type="checkbox"/> Can listen, nod yes/no, move, point, finger-play, colour, repeat, copy, draw, demonstrate, show and tell, mime, use puppets, manipulate objects, cut and paste, create 3-D objects</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Make connections with family, home, interests</li> <li><input type="checkbox"/> Make language real with visuals, realia, multisensory support, multimedia</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction</li> <li><input type="checkbox"/> Model language, process, and product</li> <li><input type="checkbox"/> Give sufficient time to complete language-based tasks</li> <li><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"</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand conversational and some academic English</li> <li><input type="checkbox"/> Has acquired a vocabulary of key words and phrases related to familiar and everyday topics</li> <li><input type="checkbox"/> May rely on drawings or other visuals to convey much of the meaning</li> <li><input type="checkbox"/> Uses first language to gain a greater understanding of new concepts.</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors</li> <li><input type="checkbox"/> Produces simple texts for a specific audience</li> <li><input type="checkbox"/> Writes in simple sentences with frequent grammatical errors</li> <li><input type="checkbox"/> Constructs more meaning from basic texts when it is accompanied by visuals to activate their prior knowledge/experience</li> <li><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</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Provide explicit explanations and explicit language teaching</li> <li><input type="checkbox"/> Offer teacher support and scaffolding for learner success</li> <li><input type="checkbox"/> Model language, process, and product</li> <li><input type="checkbox"/> Provide frequent opportunities for peer-to-peer interaction</li> <li><input type="checkbox"/> Give extra time to complete English language-based tasks</li> <li><input type="checkbox"/> Stage 1 approaches plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading, flexible reading groups (?),</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has well-developed conversational skills, with some or little accent</li> <li><input type="checkbox"/> Makes occasional grammatical and vocabulary errors</li> <li><input type="checkbox"/> Intended meaning is not always clear on the first try</li> <li><input type="checkbox"/> Can often derive meaning of new words from spoken and printed contexts.</li> <li><input type="checkbox"/> Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies</li> <li><input type="checkbox"/> Can engage with grade-level subject-area content with occasional assistance.</li> <li><input type="checkbox"/> Able to use a growing range of grade-appropriate academic vocabulary</li> <li><input type="checkbox"/> May require continued support with complex academic language tasks, such as reading word problems.</li> </ul> <p><b>Learner Tasks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate in new social settings</li> <li><input type="checkbox"/> Write to record personal experience and thoughts</li> <li><input type="checkbox"/> Compose a text of several connected sentences on a personal or experiential topic using basic punctuation.</li> <li><input type="checkbox"/> With scaffolding, engage in grade-level subject-area texts and tasks</li> <li><input type="checkbox"/> Can describe, retell, summarize, compare, write creatively, peer edit, takes leadership in group task</li> <li><input type="checkbox"/> Approaching age-appropriate use of standard English</li> </ul> <p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access prior knowledge and experiences</li> <li><input type="checkbox"/> Pre-teach content vocabulary</li> <li><input type="checkbox"/> Provide assistance to learner when choosing appropriate reading material</li> <li><input type="checkbox"/> Continue to model</li> <li><input type="checkbox"/> Continue to give extra time and scaffolding to complete language-based tasks as needed</li> </ul>

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

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

**Teaching Approaches**

- Provide assistance to help learner understand (e.g., modified speech, gestures, translation, demonstration, A/V cues, tone of voice)
- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete language-based tasks

**Teaching Approaches**

- Provide extensive support with content and academic language
- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete language-based tasks

- Can summarize and paraphrase using more than one source
- Able to select format to combine written text with visual representation

**Teaching Approaches**

- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Give sufficient time to complete language-based tasks

- can participate in classroom discussions and activities with little support (one-on-one and group settings)
- can perform with ease most grade-subject appropriate complex writing tasks
- uses idioms appropriate to audience
- uses multiple sources to summarize and paraphrase
- can self-monitor and repair errors

**Teaching Approaches**

- offer teacher support and scaffolding for learner success
- give sufficient time to complete language-based tasks



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