



# Planning for EAL Learners: A Whole-School Approach

Principals' Short Course – July 5, 2017

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## Presentation Overview

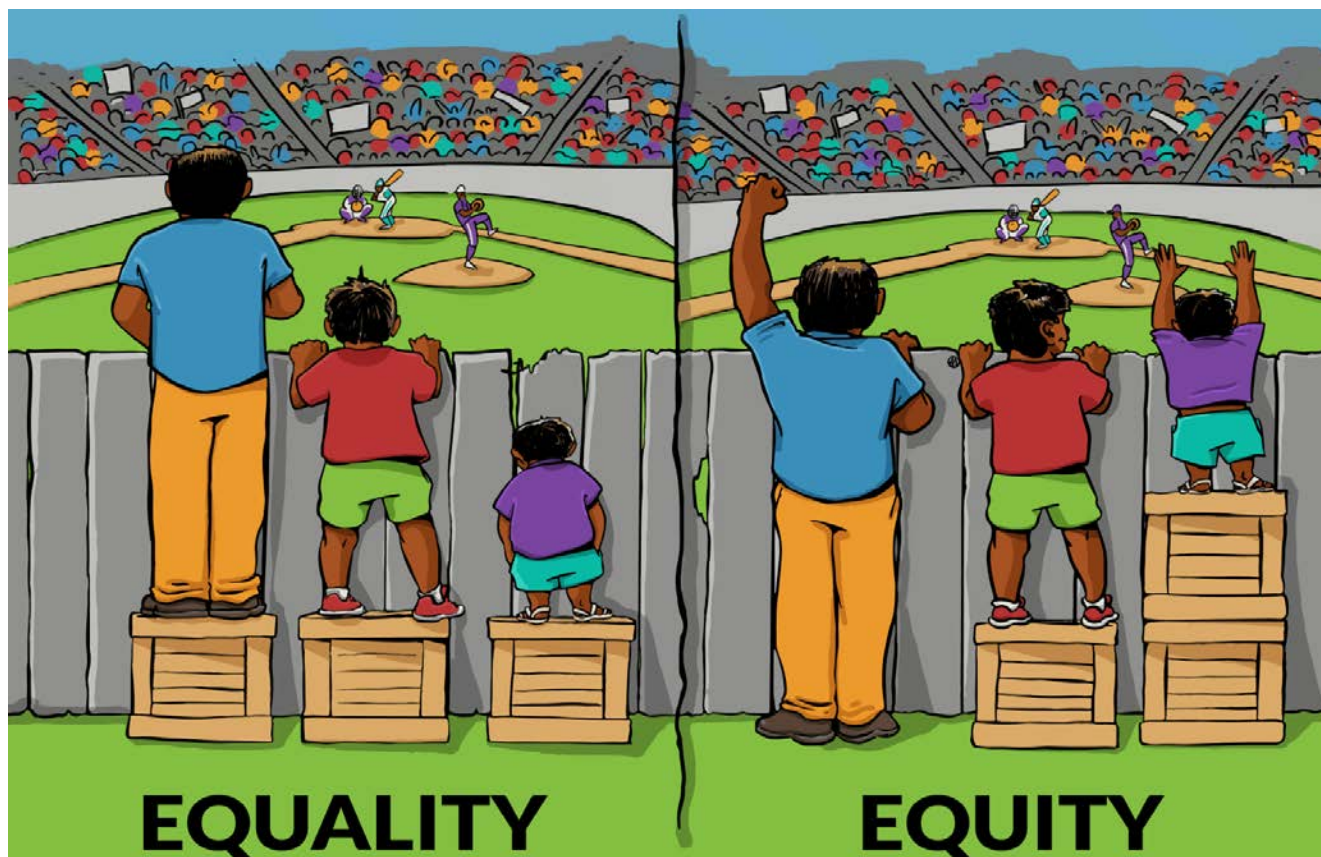
- Introduction
- Key Terms
- Provincial Demographics
- The Role of Administrators
- Concluding Comments

Image Credit: <http://hmnlewzey.blogspot.ca/2016/04/html-and-being-in-learning-pit.html> Heath Lewzey, Stonefields School, Auckland, New Zealand



# The Goal: Making learning environments more equitable for EAL learners to enable success with the school curriculum.

Image Credit: <http://interactioninstitute.org/illustrating-equality-vs-equity/>



## Key Terms Related to EAL

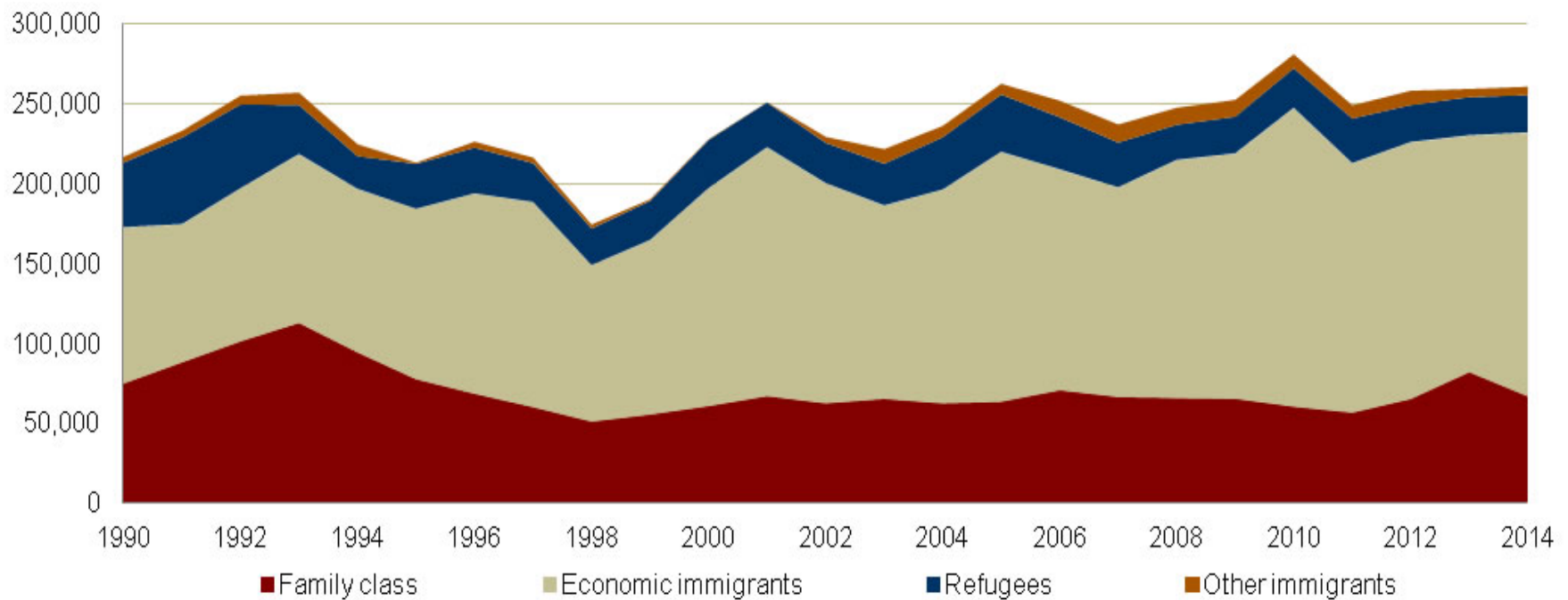
Match the words/phrases to the definitions in your handout.

Economic immigrant	Initial assessment	Culturally responsive teaching	Common Framework of Reference (CFR)
Permanent resident	Interpretation	Settlement Workers in Schools (SWIS)	Scaffolding
Temporary resident	Translation	Language outcomes	Contextual support
Culture shock	Communicative language (BICS)	Content outcomes	Vicarious trauma
Vulnerable learners	Academic language (CALP)	Adaptive dimension	Large-scale assessment
Refugee	Code-switching	Informational texts	Alternative assessment

# Changing Demographics: Canada

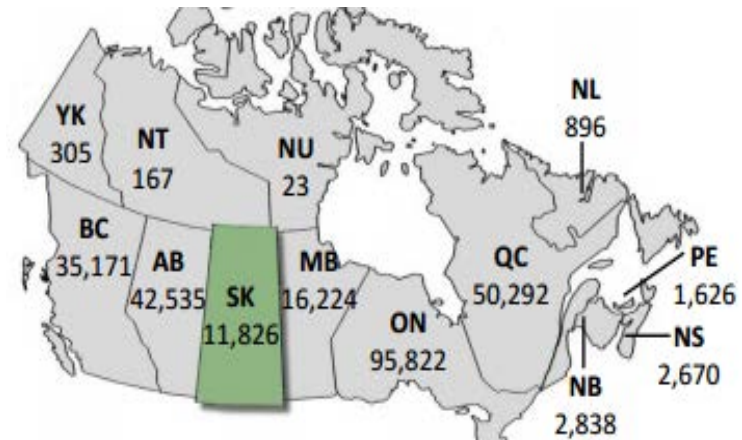
Permanent Residents:

<http://www.cic.gc.ca/english/resources/statistics/facts2014/permanent/01.asp>



# Immigration Snapshot

Source: [Saskatchewan Statistical Immigration Report 2014](#), Ministry of the Economy



**Table 1: Admissions of Immigrants to Canada by Immigration Class (2012-2014)**

Immigration Class	2012		2013		2014	
	#	%	#	%	#	%
<i>Provincial Nominees</i>	40,910	16%	39,920	15%	47,629	18%
<i>Other Economic immigrants</i>	119,884	46%	108,235	42%	117,469	45%
<b>Total Economic immigrants</b>	<b>160,794</b>	<b>62%</b>	<b>148,155</b>	<b>57%</b>	<b>165,098</b>	<b>63%</b>
Federal Family Class	65,013	25%	81,844	32%	66,667	26%
Federal Refugees and Other immigrants	32,098	12%	29,025	11%	28,656	11%
<b>Grand Total</b>	<b>257,905</b>	<b>100%</b>	<b>259,024</b>	<b>100%</b>	<b>260,421</b>	<b>100%</b>

# Citizenship

Permanent  
residents



Refugees

Eligibility for **Citizenship** -  
Persons born in Canada or with  
at least one Canadian parent  
have Canadian citizenship.  
Others must apply for citizenship,  
take a citizenship test and pledge  
allegiance to the monarchy.  
Being a citizen means that  
residents accept all of the rights,  
privileges, and duties of that  
country. Citizens can vote in  
elections, run for elected office  
and hold a Canadian passport.



# Effect on School Divisions: Communities

*Data provided by the Ministry of the Economy*

<b>Landed Immigrants by Destination Community (2015)</b>			
<b>Community</b>	<b>Age 0 to 14</b>	<b>Age 15 to 19</b>	<b>Grand Total</b>
<b>Estevan</b>	<b>68</b>	<b>17</b>	<b>85</b>
<b>Moose Jaw</b>	<b>83</b>	<b>16</b>	<b>99</b>
<b>North Battleford</b>	<b>32</b>	<b>3</b>	<b>35</b>
<b>Lloydminster</b>	<b>87</b>	<b>22</b>	<b>109</b>
<b>Prince Albert</b>	<b>86</b>	<b>21</b>	<b>107</b>
<b>Regina</b>	<b>861</b>	<b>198</b>	<b>1,059</b>
<b>Saskatoon</b>	<b>994</b>	<b>248</b>	<b>1,242</b>
<b>Swift Current</b>	<b>37</b>	<b>6</b>	<b>43</b>
<b>Yorkton</b>	<b>31</b>	<b>6</b>	<b>37</b>
<b>Other Locations</b>	<b>653</b>	<b>148</b>	<b>801</b>
<b>Grand Total</b>	<b>2,932</b>	<b>685</b>	<b>3,617</b>

# Effect on School Divisions: Communities

*Data provided by the Ministry of the Economy*

<b>Landed Refugees by Destination Community (2015)</b>			
<b>Community</b>	<b>Age 0 to 14</b>	<b>Age 15 to 19</b>	<b>Grand Total</b>
<b>Moose Jaw</b>	<b>44</b>	<b>6</b>	<b>50</b>
<b>Prince Albert</b>	<b>-</b>	<b>-</b>	<b>36</b>
<b>Regina</b>	<b>129</b>	<b>30</b>	<b>159</b>
<b>Saskatoon</b>	<b>121</b>	<b>20</b>	<b>141</b>
<b>Other Locations</b>	<b>-</b>	<b>-</b>	<b>392</b>
<b>Grand Total</b>	<b>331</b>	<b>61</b>	<b>392</b>

When refugee numbers are combined with permanent resident totals, it is clear that Saskatoon and Regina receive a high percentage of newcomer learners. Syrian arrivals in 2016 have added pressures to school divisions in these two locations.

# Effect on School Divisions: Language Diversity

*Data provided by the Ministry of the Economy*

Top 10 Languages Spoken by Landed Immigrants (ages 0 - 19) in 2015		
Rank	Mother Tongue	Number of New PR Speakers
1	Tagalog	1,086
2	English	368
3	Urdu	273
4	Bengali	178
5	Arabic	176
6	Chinese	147
7	Ukrainian	122
8	Punjabi	113
9	Russian	72
10	Spanish	71
<b>Grand Total</b>		<b>3,617</b>

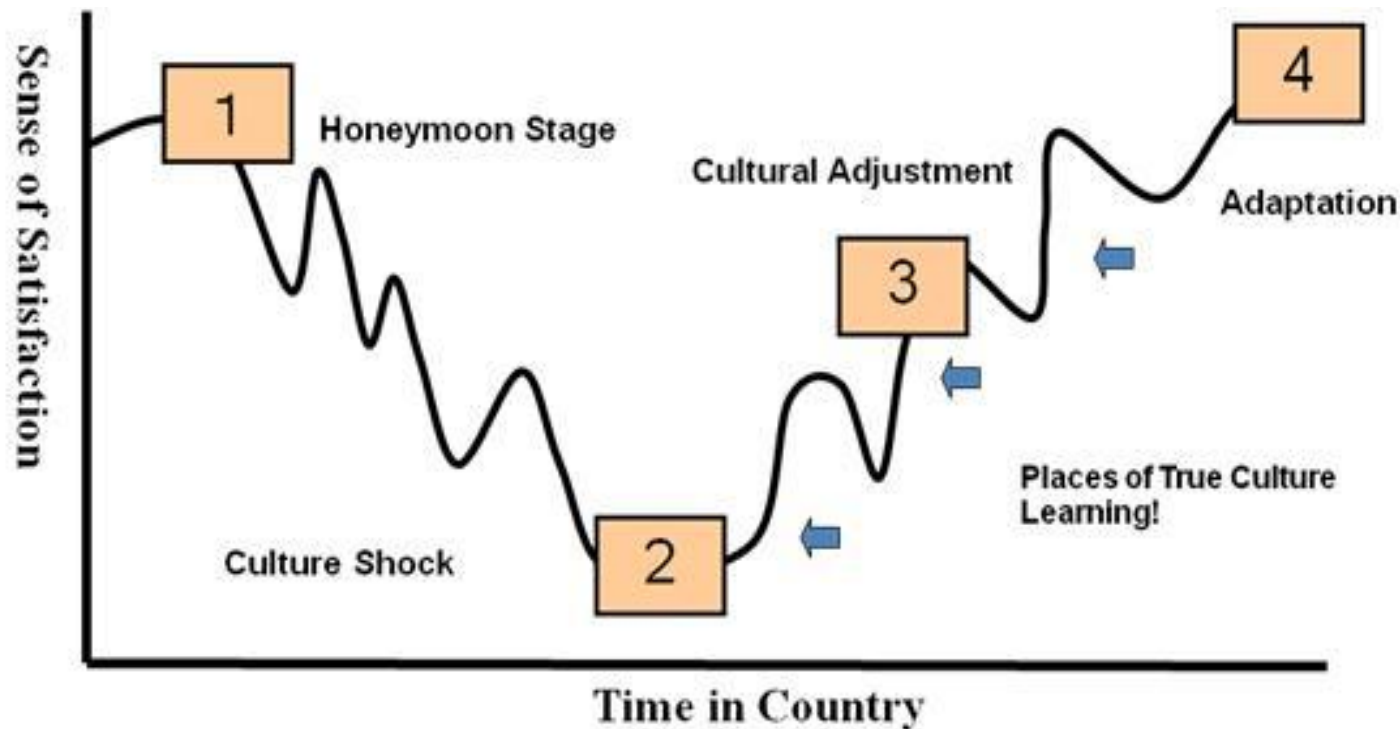
## Effect on School Divisions: Language Diversity

- In 2015, 90% of all newcomer arrivals between 0-19 years of age arrived with a language other than English. A similar percentage of refugee learners arrive with no English.
- School divisions have shared that even newcomer students who arrive with some English language skills require EAL support to reach adequate proficiency levels for school purposes.
- There is wide variation in the first languages of newcomers and local EAL learners. Teachers must consider first language characteristics and their impact on English language learning.
- In 2016, **9.2%** of Saskatchewan students in Grades 1-12 were receiving EAL support. (*Data provided by the Ministry of Education*)

## What is a *Whole-School Approach* for EAL?

- School staff are briefed on the **stages of adjustment** and culturally appropriate practices with newcomers;
- All staff members become **language models** for EAL learners.
- School decisions about EAL support are based on **current data, research** and **best practices** in EAL education.
- Teaching staff have opportunities to increase their **professional knowledge** about appropriate strategies and classroom support for EAL learners.

# Principal's Role: Build a culturally responsive school environment



Adapted from "Maximizing Study Abroad", University of Minnesota.

# Principal's Role: Encourage culturally responsive teaching

**Culturally responsive teaching means** moving beyond the heroes and holidays approach. The term describes “teaching that integrates a student’s background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom”. Diverse cultures and values are represented in texts, assignments, discussions, or projects.

*Source: Ontario Ministry of Education Student Achievement Division. (2013). Culturally Responsive Pedagogy. K-12 Capacity Building Series. Secretariat Special Edition #35. ISSN 19138490.*

# Principal's Role: Understand language progress

- **BICS – Basic Interpersonal Conversational Skills**
- **CALP – Cognitive Academic Language Proficiency**
- These acronyms identify the difference between conversational language (A1, A2) and academic language (A2, B1 and beyond).
- EAL learners must move into high levels of academic language to be able to read text-dense material in the subject areas. Note the term “**Comprehensible Input**” – language input (oral, written) that is at a level that students can understand.
- Use of Effective Instructional Strategies - **Contextual support; Scaffolding; Informational texts.**

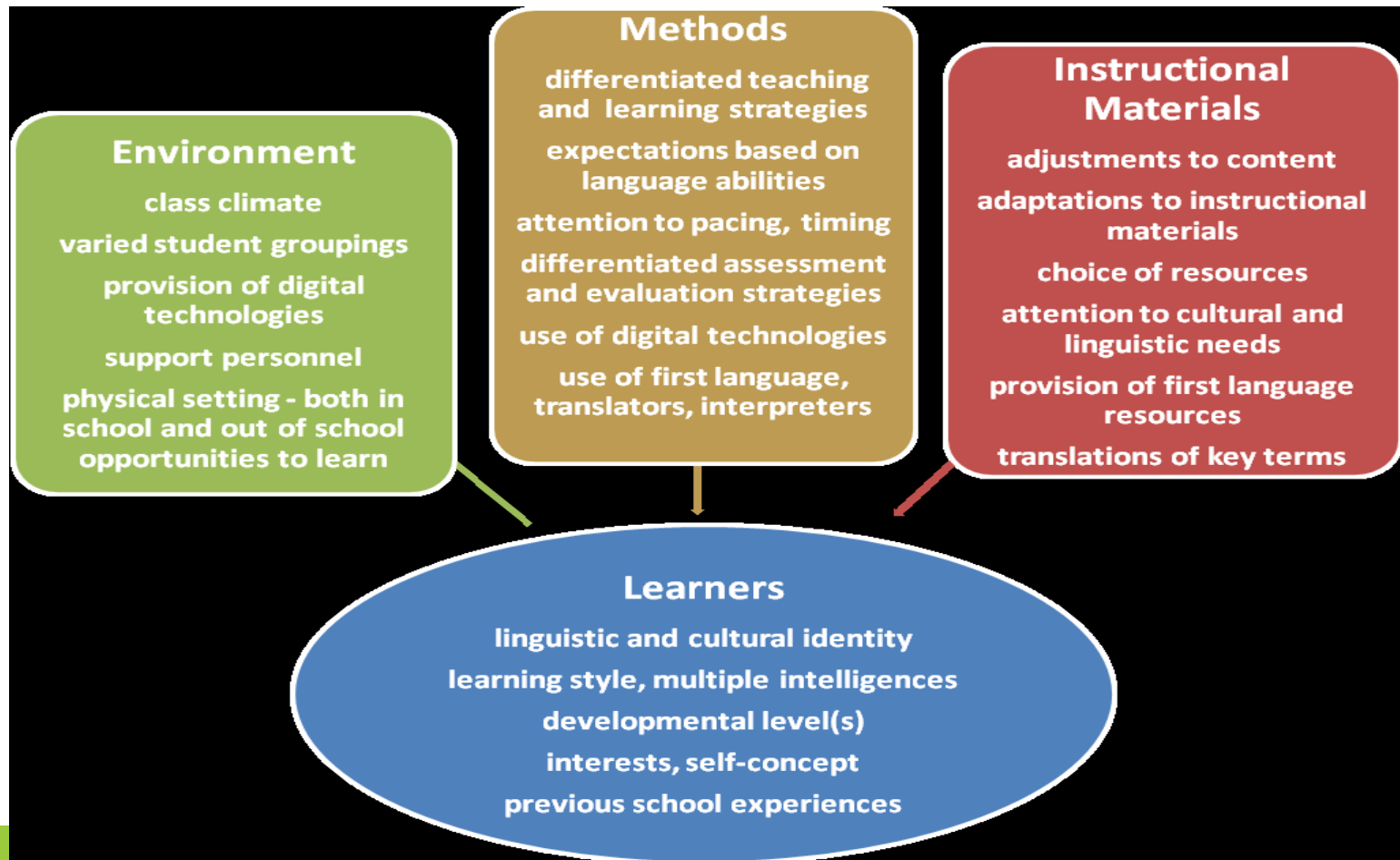


## Principal's Role: Use evidence-based practices

- Ensure that all EAL learners have initial assessment (upon arrival) and ongoing assessment to monitor academic progress.
- Ongoing assessment is based on day-to-day observations and the use of **alternative assessment strategies**.
- Provide added time to complete course requirements, particularly for high school learners.
- Include EAL learners in **large-scale assessments** when they have reached an appropriate level of language proficiency.
- Familiarize teaching staff with the **Adaptive Dimension**, as related to EAL learners (next slide).

# The Adaptive Dimension

Source: Ministry of Education. EAL Middle Years Module 4. Handout A.



## Principal's role: Recognize vulnerabilities

**'Vulnerable learners'** are students who have an increased risk of academic or social disadvantage due to specific circumstances or factors such as language, low socio-economic status (SES), or marginalized status. Without specialized support, students experience negative consequences over time.

- Note that language learning on its own is not a disadvantage. Language specialists can determine if EAL learners have learning challenges beyond language. **Code-switching** is natural; it is not an indication of a language challenge.
- Limited schooling/low levels of literacy (e.g., refugee learners) and first language delays are factors that often require specialized levels of support.

## A Whole-School EAL Action Plan

- ✓ Engage all staff in supporting EAL learners.
- ✓ Create a culturally responsive teaching and learning environment.
- ✓ Network to build community support.
- ✓ Recognize vulnerabilities and address needs.
- ✓ Monitor language progress of EAL learners.
- ✓ Provide opportunities for EAL professional learning.

## Were your questions answered?

- Check back to your original questions/concerns about EAL. Do you still have these concerns?
- We've reached the top of the Learning Pit. Thanks for your attention to this presentation!



## Recommended Reading

- Hamm, Lyle. (2014). The Culturally Responsive Classroom. A proactive approach to diversity in Canadian Schools. *Education Canada*.  
<http://www.cea-ace.ca/education-canada/article/culturally-responsive-classroom>
- Ontario Ministry of Education. (2013). Canadian Born ELLs. Capacity-building Series Monograph.  
[http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS\\_CdnBornELL.pdf](http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS_CdnBornELL.pdf)
- Roessingh, Hetty. (2016). Academic Language in K-12: What is it, how is it learned, and how can we measure it?" In *BC TEAL Journal*, 1 (1). 67-81.  
<http://ejournals.ok.ubc.ca/index.php/BCTJ/article/view/235/260>

## Contact Information

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