

***Guidelines
for the Delivery of
English Second Language Services
in the Intermediate School***

Department of Education
Newfoundland and Labrador
2012

Table of Contents

Acronyms	iii
Acknowledgements	iv
English Second Language (ESL) Services	1
Introduction and Rationale.....	1
Determining Eligibility for ESL Service	1
The ESL Student	3
Cultural Sensitivity	3
Stages of English Language Acquisition	5
Supporting Parents	5
The Role of the ESL Teacher	7
Collaboration for Integration	7
The ESL Learning Plan.....	8
Effective Use of ESL Teacher Time	9
Forms of ESL Support	9
ESL Courses and Curriculum Guides for Grades 7-9.....	10
ESL Classes	10
The Four Language Skills.....	12
Communicative Language Teaching	13
Students with Limited or No Prior Schooling	16
Fundamental Principles.....	16
Assessment, Evaluation and Reporting	18
Initial Assessment	18
Ongoing Assessment.....	19
Evaluation and Reporting	19
Parent-Teacher Interviews	20
Identifying Students with Exceptionalities	20
Benchmarks for ESL Developmental Stages.....	21
Appendix 1: ESL Initial Assessment	24
Appendix 2: Stages of Language Acquisition	25
Appendix 3: Text for Parent Brochure (sample)	26
Appendix 4: ESL Learning Plan, Grades 7-9	28
Appendix 5: ESL Reporting Insert (sample)	34
Appendix 6: ESL Student Supports and Inclusion	35
Appendix 7: Community Contacts	37
References	39

Acronyms

ELD English Literacy Development: An ELD student is one who, due to limited prior schooling, has an achievement gap in literacy and numeracy skills. The student is developing the skills needed to integrate into an age-appropriate grade. Most of these students will be ESL students but some may speak English as their first language.

ESL English as a Second Language: An ESL student is one whose mother tongue is not English. The student is learning English to live in an English environment.¹

L1 First Language or Primary Language

L2 Second Language or Secondary Language

¹ Related terms: ELL (English Language Learner), EAL (English as an Additional Language), LEP (Limited English Proficiency)

Acknowledgements

The Department of Education would like to thank the teachers, senior education officers and program specialists who contributed to *Guidelines for the Delivery of English Second Language Services in the Intermediate School*.

English Second Language (ESL) Services

Introduction and Rationale

Canada is a multicultural country. In recent years Newfoundland and Labrador has seen both an increase in immigration as well as a change in ESL clientele. In the past, most immigrants settled in the St. John's area; ESL teachers were first allocated to St. John's area school districts in the late 1980s. With increased immigration to other areas of the province, in 2008 the Western School District was allocated two ESL teachers.

With the creation of the Office of Immigration and Multiculturalism in 2007, this province committed to the promotion of immigration. Furthermore, since the enactment of the Immigrant and Refugee Protection Act of 2002, the population of Government Assisted Refugees has increased. The arrival of students from refugee camps, some of whom have little or no prior schooling, has necessitated an increased emphasis on literacy development in ESL teaching.

Each student is an individual; some require intensive support for language learning and integration while others integrate quickly. ESL services support the student in acquiring English, including literacy skills and lifelong learning strategies, with the ultimate goal of successful social and academic integration.

The services of the ESL teacher may take various forms, including direct language skills instruction, in-class support, monitoring, consultation and language assessment.

Determining Eligibility for ESL Service

An ESL student is one whose first language (L1) is other than English and who is in the process of building the language skills needed to adequately access the grade level prescribed curriculum. Generally, these will be immigrant students; however, some students born in Canada, such as Aboriginal students, francophone students or first generation Canadians, may be eligible for ESL services.

Newcomers are assessed for English language proficiency by the ESL teacher assigned to the school or by a language arts teacher where no ESL teacher is available. The assessment includes an oral component (i.e., listening and speaking) and an assessment of the reading and writing skills (See Appendix 1).

The initial assessment is an important first step in getting to know the ESL learner. It is an opportunity to get a clearer picture of the student's educational, cultural and personal background. Initial assessment results can be a starting point to inform ESL service and instruction. Results of this initial assessment are communicated to the classroom teacher and parents.

A team, including the ESL teacher, classroom teacher, administration and parents, determines whether ESL services are appropriate.

When does a student exit ESL support?

ESL students receive ESL support until they have acquired the skills and strategies needed to continue building language skills through the prescribed curriculum. When students have reached Stage 4 in all areas of language proficiency they are deemed to have a level of English language skills for grade-level success. In general, this is completed within the five years allowable for ESL service². For assessment benchmarks, see *Benchmarks for ESL Developmental Stages*, in this document.

A student's integration and progress may be monitored by the ESL teacher for a period of up to two years while the student is not receiving direct ESL instruction; however, this monitoring period must be included in the five years allowable for ESL service. During the monitoring period, the ESL teacher will consult with the classroom teacher and determine whether ESL intervention should be reinstated.

ESL students should be followed by the ESL teacher for the five year period. This support may begin with individual or small group teaching and learning and move to monitoring and in-class supports. Delivery of ESL courses should not extend beyond the second year, or third year in the case of an English Literacy Development (ELD) student. Before the student exits ESL support services, emphasis will be on the learning strategies outlined in *ESL Strategies for Advanced Learners in Grades 4-12*.

² ESL service may be offered for a maximum of five years. Exceptions may be made for ELD students who enter our school system in the elementary grades or higher.

The ESL Student

The Government of Newfoundland and Labrador is committed to the promotion of multiculturalism and cross-cultural understanding where the cultural diversity of all people is valued, supported and enhanced to collectively build a self-reliant, prosperous Province.

(Policy on Multiculturalism, 2008)

The school population has much to gain from interacting with people from diverse cultures. Immigrant students bring a wealth of knowledge and experiences and, like all students, benefit from opportunities to share these with the school community.

Cultural Sensitivity

Immigrant students need time to adapt to a new culture and teachers who are sensitive to the acculturation process. Some students may be experiencing school life for the first time and are not accustomed to the structured routines. Students acculturate at different rates based on their personal experiences in, exposure to, length of time in and interaction with the new culture. Variables such as age, language proficiency, socioeconomic status, education, family structure, values and social support may impede or facilitate acculturation. Teachers should be familiar with the cultures represented by their students. Issues that arise due to cross-cultural differences need to be handled with sensitivity and a lack of ethnocentricity.

The following table, from the Ministry of Education of British Columbia, gives examples of behaviours that are sometimes misinterpreted.

**Cultural Differences in Student Behaviour
Ministry of Education, B.C.**

Perceived Behaviour	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught to employ to avoid giving offence in difficult situations.
The student shrinks from or responds poorly to apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.

English Second Language Services in the Intermediate School

<p>The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.</p>	<p>Cooperative group work is never used by teachers in some cultures. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.</p>
<p>The student displays uneasiness, expresses disapproval, or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration).</p>	<p>Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, while teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.</p>
<p>The student refuses to participate in extra-curricular or in various physical education activities (e.g., swimming, skating, track & field).</p>	<p>Extra-curricular activities may not be considered a part of learning or may even, along with some physical education activities, be contrary to a student's religious or cultural outlook. Some students may also be required to use after-school hours to generate income.</p>
<p>The student seems inattentive and does not display active listening behaviours.</p>	<p>In some cultures, the learning process involves observing and doing or imitating rather than listening and absorbing (e.g., through note-taking).</p>
<p>Performance following instruction reveals that the student is not understanding the instruction, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.</p>	<p>In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good enough job of teaching and is considered impolite.</p>
<p>The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the other gender.</p>	<p>Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators will therefore run contrary to some students' cultural conditioning.</p>
<p>The student appears reluctant to engage in debate, speculation, argument, or other processes that involve directly challenging the views and ideas of others.</p>	<p>In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In other cases, there may be a high value attached to being prepared, knowledgeable, and correct when one opens one's mouth.</p>
<p>The student exhibits discomfort or embarrassment at being singled out for special attention or praise.</p>	<p>To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.</p>
<p>The student fails to observe the conventions of silent reading.</p>	<p>Some students may be culturally predisposed to see reading as essentially an oral activity and will therefore read aloud automatically. For others reading aloud is associated with memorization.</p>

Stages of English Language Acquisition

It is important to understand the language acquisition process in order to help students acquire new language skills. English language development follows some predictable patterns and has basic tenets; All students go through the same language stages but not at the same rate (See Appendix 2).

Learning the linguistic structures and rules of a second language (L2) occurs in much the same way as in the L1, through exposure to comprehensible language and effective interactions. Learning an L2 as needed for academic success requires a conducive environment, sequenced practice in meaningful applications, guidance and time.

Learning a language requires development of skills and sub-skills. Within the broad fields of speaking, listening, reading and writing, students must develop analytical skills, strategies, grammar, vocabulary, pronunciation and sociolinguistic skills.

Students will generally pick up the day-to-day, conversational language largely through exposure and in a relatively short period of time. However, to develop the language and literacy skills required for academic success in an age appropriate grade will take much longer and require intervention.

Supporting Parents

The parents of ESL students are a diverse group and have a wide range of expectations. It is essential to meet with parents early on and discuss the ESL support their child is receiving.

Many ESL parents feel that they are unable to help their child with school work due to limited English proficiency and lack of familiarity with Canadian school expectations. There may also be cultural differences in the way that school and education is viewed.

Parents should be assured that listening to their child read and sharing books is a very important part of literacy learning. Talking about stories in their native language and discussing things that the child is learning in school tells the student that the school work is valued. It is important to remind students to talk about their day with parents and discuss things that they learned at school in their own language. This will help consolidate their understanding and perhaps allow parents to clarify or expand on the topic. Students should retain and continue to increase their knowledge of their mother tongue and, if feasible, develop literacy skills in that language.

The education of the ESL student must be a school wide, team based initiative embraced by parents, administrators, classroom teachers and ESL teachers. Schools need to be welcoming and inclusive for all families.

Suggestions for Creating a Welcoming and Supportive Environment

All school staff members should work towards creating a welcoming and supportive atmosphere for ESL students. Schools can create this atmosphere by

- Posting visual images that represent all students in the school.
- Honouring the various cultural and faith celebrations within the school.
- Recruiting bilingual employees and/or volunteers.
- Promoting ESL professional development opportunities.
- Including time for ESL issues in staff meetings.
- Allocating funds for the purchase of inclusive curriculum resources.
- Giving students access to books that reflect their cultures and identities.
- Sending home regular memos in simplified language.
- Providing parent sessions, discussing ways parents can help their child with reading and homework.
- Providing information about access to community resources.
- Embracing the cultural diversity in the school; have multicultural events, displays and opportunities for parents to share their culture and knowledge.

For sample text of a parent brochure, see Appendix 3.

The Role of the ESL Teacher

The ESL teacher will assess the English language skills of newcomers in the K-12 school system. The ESL teacher will be a member of the team that determines programming.

The role of the ESL teacher is to support a student in developing English language skills and language learning strategies such that and until the student has sufficient proficiency to experience success with prescribed curriculum and continue building language skills in the regular classroom.

The ESL teacher is a member of the support team for the student and will work closely with other members of the school team, including parents, classroom teachers, administration and/or guidance counsellor, in reaching outcomes and developing goals for the student. The ESL teacher will use a variety of strategies, depending on the student's needs, and will report on student progress at regular reporting times.

ESL Review Advisory Committee Report, 2009

In consultation with classroom teachers and principals, ESL teachers determine how best to meet the needs of each student, using the time and resources available. ESL teachers weigh a number of factors in determining how best to provide ESL services. Moreover, there is continuous intake and priorities can change quickly.

Collaboration for Integration

While the classroom teacher is responsible for programming for all students in his/her classroom, the ESL teacher works in collaboration with classroom teachers and other personnel working with the ESL student. The ESL teacher supports the student to gradually integrate into the prescribed curriculum and meet grade level success. The ESL teacher shares information about the student's language abilities and acquisition process as well as ways to promote second language learning in the classroom; at the same time, the classroom teacher provides valuable information on content expectations and the student's progress.

ESL teachers may use the language of the *Benchmarks for ESL Developmental Stages*, found in this document, to help classroom teachers set realistic expectations for ESL students. The teachers will share ideas and collaborate on teaching strategies to ensure that the student is developing both language and content in the ESL class as well as in the grade level classroom.

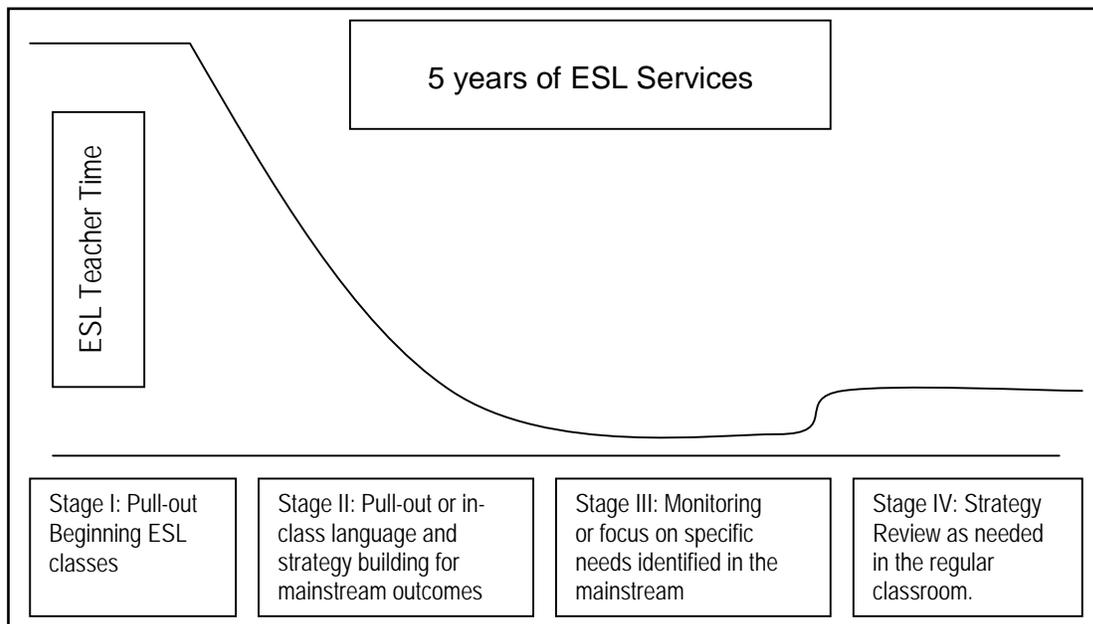
The ESL teacher will work directly with students in the early stages of L2 acquisition. As the student gains language skills ESL direct instruction declines and focus shifts to supporting the student in the mainstream. The ESL curriculum documents reflect this

shift. *ESL A* and *ESL Foundation* are beginning level courses intended to be offered to Stage 1-2 language learners. Stage 3 – 4 learners will be monitored with little direct service. *ESL Strategies for Advanced Students in Grades 4-12* is intended for use by ESL and classroom teachers collaboratively.

The ESL Learning Plan

ESL support is designed to take into account the needs of the individual learner and is ultimately a service aimed at integration.

The ESL teacher and the classroom teacher will collaborate to develop a yearly ESL Learning Plan for each student (See Appendix 4). The plan should include classroom accommodations, strategies for developing language skills and a schedule for ESL courses or interventions. For students not enrolled in *ESL A* or *ESL Foundation*, the ESL teacher identifies individual outcomes or notes that the student is being monitored only. Monitoring of the ESL student includes conferencing with the classroom teacher, assessment and observation. For Stage 4 students the curriculum *ESL Strategies for Advanced Students in Grades 4-12* may be implemented.



Based on a language assessment, the ESL teacher, in consultation with school administration, will determine appropriate ESL services for the student. ESL teachers will consider the stages of language acquisition (See Appendix 2) and *Benchmarks for ESL Developmental Stages* and may consult classroom teachers and prescribed curriculum. ESL teachers will consider the development of reading, writing, listening and speaking but may focus on the areas of most need.

Effective Use of ESL Teacher Time

Itinerant ESL teachers work with students in a number of schools. Using time efficiently is a challenge. Students have a variety of needs; some students require intensive support in English language and literacy development while others are performing close to grade level.

Prioritizing

When scheduling, it is necessary to prioritize students for direct intervention. For example, in the case where a teacher is working with a large number of beginner ESL or ELD students, a more advanced English learner who is performing adequately in the prescribed curriculum may be monitored for a period of time or receive minimal direct support.

Prioritizing should be based on the following criteria using the order below.

- Students with major academic achievement gaps and limited English
- Students with L1 literacy who are beginners in English
- Students with L1 literacy and intermediate ESL skills
- Students who are performing close to grade level

To use time effectively, ESL groupings may be composed of students of different ages and somewhat differing language levels.

Forms of ESL Support

ESL teachers may support the integration of ESL students in a number of ways. ESL teachers will use a variety of delivery methods depending on the needs of the student. The following are suggested:

- Multi-age ESL classes for Stages 1 and 2 students, when accelerated language and literacy growth is crucial to enabling integration. The ESL teacher will follow the curriculum guide for either *ESL Foundation* or *ESL A* with Stage 1 and 2 students.
- In-class support for individuals or groups where feasible to reach ESL outcomes.
- Intervention to focus on specific L2 areas of need for Stages 2-4 ESL students. Areas of need should be determined in consultation with classroom teachers.
- Monitoring of Stage 3-4 ESL students, including conferencing with the classroom teacher at regular reporting times.
- Strategy instruction for life-long learning for students who are soon to exit the ESL service list. In this case, the ESL teacher should consult the curriculum document *ESL Strategies for Advanced Students in Grades 4-12*.
- Collaboration with classroom teachers to enhance inclusive practices for ESL students and model strategies that aid L2 acquisition.
- Set up and monitoring of in-school supports such as buddy reading, peer tutoring, peer mentors, listening center, computer center, etc., in cooperation with classroom teachers.

- In-class observation, consultation and collaboration with the classroom teacher to support provincially prescribed outcomes.
- Consultation with classroom teachers in determining if a student should be put on pre-referral for student support services.

ESL Courses and Curriculum Guides for Grades 7-9

There are two provincial ESL courses for the intermediate school, *ESL Foundation* and *ESL A*. A third ESL curriculum guide, *ESL Strategies for Advanced Students in Grades 4-12*, is also available for ESL teachers and classroom teachers to use collaboratively. These guides can be found on the Department of Education website.

ESL Foundation is a beginner ESL course for students who have very limited or no prior schooling. *ESL Foundation* focuses on developing oral language skills and beginning literacy skills in English. The course should be offered during a minimum of 5 periods per 7 day cycle. *ESL Foundation* should be offered to students who are simultaneously enrolled in *LEARN-1 Language Arts: Basic Literacy*.

ESL A is designed for beginning ESL students who have an educational background similar to their same age peers in Canada. The course is designed for Stage 1 and 2 learners and would normally be used with ESL students in their first and/or second year in Canada. Students who have reached the outcomes of *ESL Foundation* may continue with *ESL A*. The course should replace grade level language arts and be offered during a minimum of 5 periods per 7 day cycle.

ESL Classes

In cases where ESL students required lessons designed specifically to meet their language needs, ESL courses will be offered. The main purpose of ESL courses is accelerated and comprehensive language learning. Beginner ESL learners struggle in school; the ESL classroom offers these students the opportunity to engage in appropriately levelled, comprehensible activities which will promote English language acquisition and literacy skills. ESL classes are multi-age, enabling classes which prepare students for successful integration.

These classes must be held in a comfortable, risk-free environment. The ESL classroom should be properly equipped for language and literacy instruction. Literacy materials at various reading levels and from a variety of genres should be available.

ESL classes facilitate multi-age and multi-level grouping, with specific skills focus as well as individualized or differentiated instruction in the group. The ESL sessions are a time for the student to be engaged fully in the language environment. As Samway points out, ESL class allows the student a time when she can be an “expert”, a much needed relief from the grade-level environment, where the beginning language learner finds most language non-comprehensible (Samway, 2010).

Stage 1 ESL students would ideally receive ESL instruction for up to 40% of the school day. Themes should be planned to develop basic language on personal, social and subject area topics. ESL classes should be scheduled so as not to interfere with the student's continued education in mathematics. ESL classes should not interfere with the student's inclusion in regular classes such as physical education, music and art, where the student can benefit from the interaction with native speaking peers.

Some advanced learners may receive limited ESL instruction focused on specific, assessed needs directly related to reaching provincially prescribed outcomes, or to build advanced language learning strategies. For example, ESL intervention, with a limited time frame, may have a singular focus on clarity in writing, reading comprehension, grammar or vocabulary building strategies. Outcomes for the intervention should be determined according to individual need and stated at the outset (See Appendix 4: ESL Learning Plan, grades 7-9). Topics used in ESL instruction of Stage 3 and 4 students, must be drawn from the prescribed curriculum and materials should be authorized texts and/or other grade level resources recommended by the classroom teacher.

Classroom Activities

The ESL teaching will rely on many of the same activities as would be seen in any language arts classroom. To develop speaking and listening skills students will engage in brainstorming and discussion around topics related to school and their own interests. Reading activities will include guided reading, shared reading, take-home and independent reading. Writing is developed through journal writing as well as exploring and modelling a variety of other genres. Students will develop the six traits of writing as they learn to use the writing process, with a particular emphasis on editing for vocabulary and conventions.

ESL instruction places a high value on the development of learning strategies for language growth. The goal of ESL services is to enable the student to become an independent learner who will continue to develop both language and content skills in the regular classroom.

Multi-level and Multi-age Grouping

For beneficial interaction among students as well as for efficient use of time, multi-grade groupings are recommended. Where feasible, students may be grouped according to language level and needs; however, at times ESL classes will consist of multi-level as well as multi-age groups. Working with students on a one-to-one basis is discouraged; not only is it an inefficient use of time but it is not the ideal learning environment. One-on-one tutoring, except in small doses, isolates the child, encourages reliance on the teacher and does not allow for the interaction among students that can be a key to development of thinking and language skills. Multilevel grouping allows more advanced students to act as models and mentors for less advanced students, a relationship beneficial to both.

Open ended activities, such as writing activities and story time, lend themselves well to multi-age and multi-levels groups. Teaching language learning strategies is also

effective in multi-level groups; after instruction and demonstration, students are able to apply the strategy using differentiated resources.

Differentiated Instruction

Differentiated instruction is a teaching technique in which the teacher plans for the diverse needs of students. The teacher must consider differences such as the students' learning styles, skill levels, learning difficulties, background experiences and knowledge, as well as social and emotional development. A differentiated classroom uses a student centered approach; students are active learners, decision makers and problem solvers.

Differentiated instruction is based on the assessed needs of each student in the group and a recognition that students have to be given the opportunity to get on with learning – to engage, somewhat independently, in differing activities in the same classroom or the same activities but with differing expectations. Each student is involved in an activity that meets his or her individual needs. It entails developing active, autonomous learners, students who are taught to take responsibility for their own achievement and who feel confident working independently. It works best in an atmosphere of respect, trust and interdependence.

Differentiated learning takes place when students

- Know how to use time effectively; for example, moving on to another task without prompting.
- Take part in group activities but understand that responses and expectations for output will vary.
- Are able to recognize what tasks and activities are appropriate to their needs, such as being able to choose a suitable book for silent or take-home reading.
- Are given the opportunity to contribute their own ideas to group discussion.
- Write their ideas freely.
- Conference with partners on a topic or task.
- Are equipped with strategies for problem solving and independent study.

Differentiated instruction, or differentiated learning, aims at reducing teacher centeredness and replacing it with a student-centred, individualized approach. Focus shifts from what is being taught to what is being learned. For example, a silent reading period during which each student reads a text of choice is differentiated learning. Open ended writing with later focus on individual error analysis and correction is differentiated instruction and learning. Show and tell or other student presentations offer differentiated learning opportunities, for both the presenters and the listeners.

The Four Language Skills

ESL support will focus on developing the four language skills, listening, speaking, reading and writing. Viewing and forms of representation other than writing will be integrated into ESL instruction and L2 development. All skills should be developed in

the context of meaningful communication and activities that are relevant to the student's interests and needs.

At the beginning stages of L2 acquisition emphasis is placed on development of receptive language, listening to understand simple English and some recognition of written English. Speaking follows listening. A student who is not literate in the L1 will need to develop a good foundation in oral English before embarking intensively on reading and writing activities. However, exposure to print and development of reading and writing readiness skills are important at this stage.

Visual literacy develops as ESL students learn to read graphs, tables, maps, websites, illustrations and other images; viewing is integrated into speaking and writing activities as students interpret, think critically, express opinions and discuss images and objects. Viewing aids reading comprehension as students look to illustrations and other graphics as a strategy for understanding language, building vocabulary and gaining information.

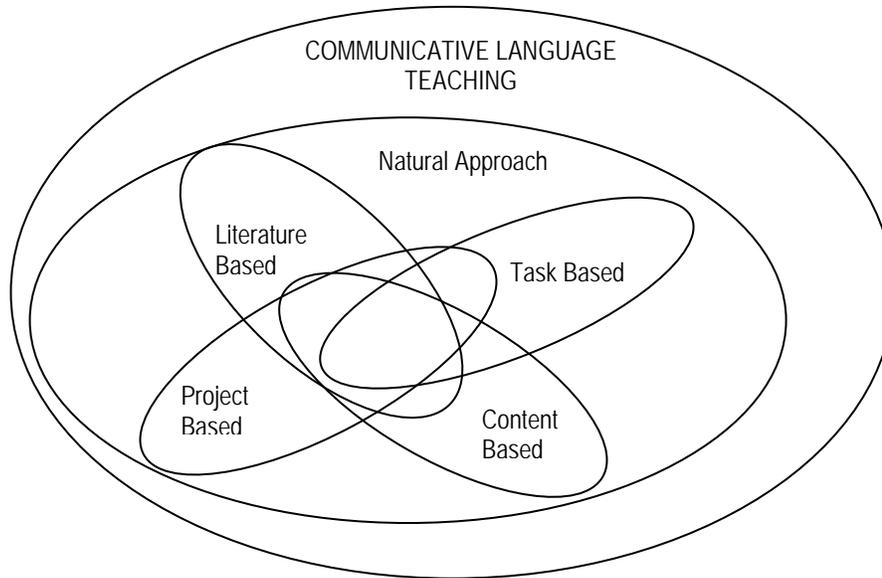
Representing in ways other than writing should be integrated into ESL instruction. Viewing and representing are used as they enhance the four language skills. For example, representing in the form of drama can develop essential speaking and listening skills and extend comprehension of a reading passage. Art projects which involve working collaboratively, reading or interacting can be an effective medium for representing as well as for language development. In addition, ESL students can use graphic organizers to represent and clarify understanding of texts they read and hear.

For students with limited English writing skills, alternate forms of representing may serve as accommodations in the regular classroom. However, when employed in the ESL classroom, alternate forms of representing are to support the development of language skills, not to accommodate for lack of language proficiency.

Communicative Language Teaching

An approach is a general philosophical orientation that may encompass a range of teaching strategies. Today language acquisition is better understood than in the past. In the last half century the teaching of second languages has taken a dramatic shift from focus on form, drill and practice, to focus on communication. This is not to say that grammar and writing conventions are ignored but it is to say that we now recognize that the ultimate goal of language learning is communication and that language is best learned in the context of meaningful communication. Form develops gradually and requires specific attention from time to time but should be considered in the context of meaningful communication and be specific to the individual student's needs.

During the 1970s, linguists began to look at language not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. In communicative language teaching, meaning is emphasized over form and fluency over accuracy. Teaching and learning are based on the communicative needs of the students; hence, the class is learner centered.



The following sections outline some communicative teaching strategies. These overlap; all have proven successful and should be taken into consideration.

The Natural Approach

It has long been recognized that people have a natural ability to learn language, be it a first, second or foreign language. The Natural Approach was introduced by Terrell and Krashen in the late 1970s (Krashen and Terrell, 1983) and continues to have a major influence on English language teaching today. The underlying belief is that language will develop naturally through meaningful communication. It is important for anxiety and stress to be kept to a minimum. With a natural approach classroom, comprehension generally precedes production.

Task and Project Based Learning

Task based and project based learning fall under the umbrella of the natural approach. People learn language as they need it and through authentic communication; expression and understanding of meaning take precedence and form develops naturally. Language and literacy skills will develop through tasks and projects that engage the student in reading, writing, listening and speaking. Focus is primarily on meaning. Errors in grammar, spelling, word choice and pronunciation are corrected gradually as skills develop and students are ready to monitor for particular forms and to self-correct.

The task based approach helps students develop analytical skills as the tasks normally involve interacting to solve a problem or make decisions.

Content Based Instruction

Language is acquired in the context of authentic, meaningful communication; thus, engaging students in language activities that focus on curriculum content is an ideal approach for school students. French immersion programs are based on that premise.

To achieve advanced literacy and disciplinary knowledge, students need to be able to understand how language construes meanings in content-area texts and how the important meanings and concepts of school subjects are realized in language.

(Schleppegrell, Achugar and Oteíza, 2004, p. 68)

Content Based Instruction (CBI) is a natural medium for language development. In the ESL classroom, CBI engages students in various activities related to content across the curriculum, with the primary goal that the student will acquire the language skills for those subject areas. A thematic approach recycles vocabulary as students work with texts at their language level and from various genres on a central theme.

CBI optimizes acquisition of both language and content. The learner engages in texts at an appropriate instructional level, thus aiding language acquisition. Teaching and learning focuses on the content as well as on vocabulary and discourse features of texts, helping learners recognize how these features are used in different genres and subject areas. Moreover, students develop L2 learning strategies for the content areas.

Content Based Instruction should employ themes that link to prescribed curriculum. With this approach, the materials used for ESL instruction get progressively closer to grade level texts as the student's English language abilities grow. Advanced learners should be supported in the use of grade level texts. Students are motivated to perform in ESL classes in recognizing the link between ESL instruction and classroom success.

Literature Based Approach

Good pictures are as close to universal language as the world is likely to get...picture books are an invaluable aid to communication across linguistic lines.

(Reid, 2002, p. 35)

Nothing captures the attention of students or enriches language like a good story. In recent decades we have seen a blossoming of literature for young people with the publication of high quality, illustrated books, graphic novels and traditional format novels. These are an invaluable tool for ESL teachers. Literature enhances natural language learning, opening a world of vocabulary, colloquialisms and cultural information. Moreover, stories can often link to content themes.

Through a literature based approach, texts are used for interactive read-aloud with follow-up and extension activities, guided reading, shared reading, literature circles and independent reading. Through literature, students develop a myriad of skills and knowledge. A literature based approach sees literature as a springboard for reading, writing, listening and speaking.

Students with Limited or No Prior Schooling

In recent years we have seen an increase in the number of immigrant students with limited or no prior schooling. Many are adolescents functioning at a low primary level in literacy and numeracy skills. They are referred to as English Literacy Development (ELD) students. These students need a different approach to ESL development than an adolescent who has a strong literacy base in another language.

The Department of Education currently has three courses designed specifically for ELD students functioning at a primary level: *ESL Foundation*, *LEARN-1 Language Arts: Basic Literacy* and *LEARN-1 Mathematics*. The ESL course is intended to enhance the student's English language development, both oral and written, while the student is simultaneously enrolled in *LEARN-1 Language Arts: Basic Literacy*, a compacted language arts course based on provincial primary language arts outcomes. Immigrant students who are native English speakers may be enrolled in *LEARN-1 Language Arts* although they are not be enrolled in *ESL Foundation*.

For students functioning at an elementary level in academic skills, *LEARN-2* courses may be offered.

In many ways, learning to read in an L2 is similar to learning to read in the L1. All emergent and early readers need an oral base in the language and a planned sequential reading program. All need reading readiness skills and concepts about print. All students need to develop decoding as well as comprehension strategies. All students need extensive practice reading texts at an independent reading level as well as guided reading at their instructional level.

For more information on emergent and early literacy development, see the *LEARN-1 Language Arts: Basic Literacy* curriculum guide, available on the Department of Education website. ELD students require far more time, guidance and direct instruction to develop English literacy skills than students who are already literate in at least one language. ELD students have had limited or no prior schooling and hence fall far short of their Canadian born peers in literacy and academic skills.

Fundamental Principles

ESL acquisition begins with building receptive skills. ESL students may experience a silent period to listen and acquire basic sounds and words before they are ready to speak. ESL learners who are literate in another language may engage in reading and writing activities from the start. However, an ESL student who has little or no reading skill in any language needs time to develop English oral skills and literacy readiness skills. These include a good sense of the 'sounds' of English and comfort with simple English sentence structures and vocabulary. Developing this basic oral English may take several months, when the student is immersed in an English school and is receiving regular instruction aimed at developing oral skills.

When ELD students are ready, the ESL program needs to switch its focus from oral language to reading development. As students learn to read, a wide variety of vocabulary and language is open to them. As they become readers, reading becomes a pathway to ESL acquisition. Reading and writing skills do not develop without explicit instruction and engagement in appropriately levelled literacy activities.

Assessment, Evaluation and Reporting

Initial Assessment

An initial ESL assessment should be completed within the first week of the student's registration. This assessment is to determine a student's level of English proficiency, including literacy, and will inform ESL placement and instruction. The ESL teacher, or language arts teacher where an ESL teacher is not available, should carry out the initial language and literacy assessment.

For a student with gaps in schooling or from a disadvantaged educational background, math and literacy achievement assessment should be completed within two weeks of the student's registration. The ESL teacher may assist with math assessment.

Grade placement of ELD students should be reserved until achievement assessment is complete. This must be explained clearly to parents and students. A final decision on grade placement should be made by school administration after consultation with a team which includes the parents.

The following language skills should be assessed:

1) English proficiency: The assessment, while not necessarily done through a formal assessment tool, should consider the student's ability in reading, writing, listening and speaking. See Appendix 1 for suggested components.

2) Literacy skills in the first language and educational background: A student's L1 literacy level may be determined through any or all of the following:

- An interview with the parents and student
- A review of previous school reports
- Assessment of student skill in copying text.
- Assessment of the student writing in the L1. Note the ease with which the student writes and holds a pencil, the length of the passage, the fluency of writing and, if possible, seek the opinion of a translator.
- A reading sample from the L1 where appropriate texts are available
- An informed judgement based on the student's background

An assessment need not be a long, formal testing procedure. The tasks and procedures used for assessment will vary according to the age and language level of the student. A formal assessment tool is not necessary for this initial assessment. An educational needs assessment as outlined above will inform planning and delivery of an appropriate program to develop language and literacy skills.

Ongoing Assessment

As an ESL student begins to learn in the new school environment, ongoing assessment becomes necessary to

- Identify gaps in the student's English.
- Evaluate student achievement of short-term ESL outcomes.
- Inform teaching.
- Revisit the ESL student groupings.
- Give the student feedback and concrete evidence of success.

Effective reading assessment uses criterion-referenced assessment such as observation, portfolios and student self-assessment. The student's progress is monitored against ESL outcomes and in relationship to grade level outcomes.

The initial assessment provides information for programming. However, it is important to assess progress on an ongoing basis and to make changes to a student's program as required. To gain multiple perspectives on students' academic development, teachers need to assess in a variety of ways and consider a broad spectrum of student created materials.

Evaluation and Reporting

The ESL teacher should collaborate with the classroom teachers in determining how best to evaluate and report on the progress of the ESL student. School reporting procedures—report cards, progress reports, parent-teacher interviews and grading practices—need to be carefully explained to students and parents.

Flexibility is needed and the best interests of the student must be considered. An approach which will encourage the student and help build confidence and comfort in the new environment is essential.

ESL Reporting

- Reporting for the ESL students should happen at the regular intervals.
- ESL teachers must provide a report on student progress in English language acquisition at regular reporting times (See Appendix 5).
- Because most parents are ESL learners themselves, the ESL insert should be written in plain language with basic sentence structure.
- The ESL report should be included with the regular report to parents and a copy kept in the student's cumulative file.

Recommendations on reporting by classroom teachers and ESL teachers:

- Letter or number grades need not be given. Assigning failing grades to a student who is unable to fully participate in the program due to lack of English or lack of background education is not recommended. Likewise, reporting high grades that do

not reflect performance can be misleading to the student, parents and educators referring to the student's records in future.

- In place of a letter or number grade, a comment or anecdotal note should be included to inform the parents of:
 - ✓ Topics covered
 - ✓ Student's participation
 - ✓ Observed progress in reading, writing, listening and speaking
 - ✓ Student's overall adjustment and comfort level

Parent-Teacher Interviews

The parent-teacher interview is an important opportunity for newcomer parents to become familiar with the school and to meet all teachers who work with their child. The ESL teacher should attend parent/teacher interviews at regular reporting times. Itinerant teachers will prioritize students by needs and attend interviews as is feasible.

The parent-teacher interview provides an opportunity for teachers to discuss ways that the parent can support the student's education.

With the consent of the parent an interpreter may be in attendance.

Identifying Students with Exceptionalities

ESL students who have exceptionalities should be identified as soon as possible so that appropriate programming and supports can be put in place. Students should not be assessed as having learning difficulties on the basis of performance or behaviours that reflect a process of language acquisition or acculturation, or lack of opportunity to acquire the knowledge and skills expected. Nevertheless, it could be the case that a student is eligible for ESL support as well as student support services.

It is not always easy to determine the cause of abnormal development. A newcomer may be suffering culture shock, trauma or simply lacking English skills. Surface behaviours may lead teachers to make incorrect assumptions about learners. The first step is careful observation, over time, of what the ESL student can do in a variety of classroom activities and settings. Conclusions must be cautiously drawn to avoid inaccurate labelling of the causes of the behaviours observed.

Caroline Linse (2008) suggests that educators consider the following when a second language learner is displaying difficulties in learning:

- **Interrupted Schooling:** Perhaps the student is not ready for the concepts being taught due to lack of prior schooling and foundational skills.
- **Cultural Barriers:** Consider whether lack of understanding is due to lack of cultural knowledge.
- **Vision Problems:** Proper assessment is needed and must take into consideration the student's literacy level and valid testing.

- Hearing Problems: Assessment must be reliable, considering the student's current language level. Be cautious in interpreting lack of comprehension or distinguishing of particular linguistic sounds.
- Learning Disability (LD): Inquiring about language development in the L1 may give insight.

While some specialists recommend assessing children in their first language, meeting that criterion may be difficult due to the limited immigrant community and resources in Newfoundland and Labrador. Moreover, after a student has been immersed in the L2 for several years and has not kept up L1 academic skills, carrying out formal assessment in either the first or second language may be invalid.

Linse suggests that normative assessment is needed. The ESL teacher is a critical player in assessing how an ESL student is performing in relations to other children of the same age, educational background and culture.

If the ESL teacher is concerned that a student is experiencing difficulty indicative of an exceptionality, the ESL teacher should bring these concerns to the student's teachers to discuss pre-referral.

Decisions regarding programming for a student considered for Student Support Services are made by the student's program planning team. In the case that the student is an ESL student, the ESL teacher should be a member of that team.

For more information, see the provincial document *English Second Language Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment*.

Benchmarks for ESL Developmental Stages

The tables on the following pages are adapted from *Supporting English Language Learners: A practical guide for Ontario educators, Grades 1 to 8*, Ministry of Education, Ontario, 2008.

This is not a list of outcomes but provides some benchmarks that are an indication of the skills level expected at each stage. Each delineation within an indicator begins with an underscore to facilitate its use as a checklist.

ESL teachers and classroom teachers should collaborate in determining if benchmarks have been reached.

Language Assessment Criteria: Grades 7-9 English Second Language

	Listening	Speaking
<p>Stage 1: Beginner</p> <p>Understands basic spoken English</p> <p>Speaks for basic communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to simple yes/no and <i>wh</i> questions <input type="checkbox"/> Responds appropriately to familiar conversational topics _family _school _basic information <input type="checkbox"/> Responds to familiar vocabulary <input type="checkbox"/> Responds to basic classroom instructions with visual support 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses functional vocabulary: _familiar names & objects _ present tense verbs _ numbers 1-10 _school items _family terms <input type="checkbox"/> Uses short patterned sentences and questions <input type="checkbox"/> Communicates _basic wants/needs _basic personal information <input type="checkbox"/> Answers with one word or a short common phrase <input type="checkbox"/> Begins to use: _subject-predicate _negatives _pronouns _basic adjectives
<p>Stage 2: Developing</p> <p>Understands key information with supports</p> <p>Speaks with spontaneity in daily conversation and in class</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in day-to-day conversation <input type="checkbox"/> Responds to: _day-to-day vocabulary _direct questions _frequently used commands _simple stories <input type="checkbox"/> Responds accurately given wait time <input type="checkbox"/> Requests clarification when necessary <input type="checkbox"/> Follows simple oral instructions <input type="checkbox"/> Is attentive to modified teacher talk and demonstrates understanding <input type="checkbox"/> Understands key vocabulary and concepts related to themes covered <input type="checkbox"/> Understands main ideas in visually supported presentations 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates and maintains simple daily conversation <input type="checkbox"/> Participates with some fluency <input type="checkbox"/> Recounts familiar events & key information <input type="checkbox"/> Speaks with sufficient clarity for comprehension <input type="checkbox"/> Uses known vocabulary & gestures to compensate for unfamiliar vocabulary <input type="checkbox"/> Expresses: _feelings _preferences <input type="checkbox"/> Begins to use: _variety of vocabulary _<i>wh</i> questions _ simple past and future tenses _ complete simple sentences and some compound (<i>but, and, because</i>), _prepositional phrases, _ conditional sentences <input type="checkbox"/> Uses common: _adjectives, _adverbs, _ prepositions <input type="checkbox"/> Gives straight forward instructions and directions <input type="checkbox"/> Uses some slang or colloquial expressions
<p>Stage 3: Expanding</p> <p>Understands social English, needs supports for grade-level academic listening</p> <p>Participates comfortably socially and in class, may have minor difficulties /misunderstandings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participates fluently in day-to-day conversation <input type="checkbox"/> Responds appropriately to: _questions _directions _extended discourse <input type="checkbox"/> Responds appropriately in sustained discussions in class <input type="checkbox"/> Identifies: _main ideas and _many supporting details of content area presentations <input type="checkbox"/> Sustains attention in the regular classroom <input type="checkbox"/> Demonstrates understanding of much grade-level academic and subject specific vocabulary 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses clear pronunciation and enunciation <input type="checkbox"/> Asks and answers a range of questions without hesitation <input type="checkbox"/> Participates in classroom discussions <input type="checkbox"/> Summarizes key ideas from written text <input type="checkbox"/> Self-corrects some errors <input type="checkbox"/> Usually uses: _simple present, _present continuous, _simple past, _past continuous <input type="checkbox"/> Clearly retells: _personal experience _narratives _factual information <input type="checkbox"/> Begins to use, _ complex sentences <input type="checkbox"/> Uses a variety of speaking strategies (e.g., re-wording, gestures, chronological or other organized recounting, substitute vocabulary, clear referents)
<p>Stage 4: Consolidating</p> <p>Understands spoken English in most contexts at grade level</p> <p>Speaks fluently, almost native like in vocabulary and sentence structure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in social discussions on a wide range of topics <input type="checkbox"/> Responds to complex sentences <input type="checkbox"/> Follows a series of instructions <input type="checkbox"/> Rarely takes wait time to respond <input type="checkbox"/> Understands academic content discussion <input type="checkbox"/> Responds to unseen speakers (PA system, telephone) <input type="checkbox"/> Uses listening strategies: _uses context to understand, _asks for explanation or repetition _listens attentively _takes notes of key points and many details from a short lecture or presentation at grade level <input type="checkbox"/> Responds to humour, irony, teasing, etc. <input type="checkbox"/> Understands many idioms/colloquialisms 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses most language structures appropriate to grade level (e.g., complex sentences, conditionals, relative clauses) <input type="checkbox"/> Uses a range of age-appropriate vocabulary <input type="checkbox"/> Expresses and supports an opinion clearly <input type="checkbox"/> Participates in class discussion _confidently and _appropriately <input type="checkbox"/> Consistently uses: _simple present, _present continuous, _simple past, _past continuous and _future tenses (will, going to) <input type="checkbox"/> Makes academic presentations fluently <input type="checkbox"/> Uses English effectively for a variety of purposes (e.g., persuade, describe, instruct, summarize, argue, narrate, question, explain) <input type="checkbox"/> Uses speaking strategies: _self-corrects _uses appropriate, specific vocabulary _states main idea clearly _ use new words learned

Language Assessment Criteria: Grades 7-9 English Second Language

	Reading ³	Writing
<p>Stage 1: Beginner</p> <p>Reads and comprehends simple English</p> <p>Beginning to write simple sentences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the alphabet _print _script <input type="checkbox"/> Uses reading strategies for decoding: _initial consonants _picture clues _predictability <input type="checkbox"/> Recognizes some common sight words, concrete words and theme words <input type="checkbox"/> Begins to use reading strategies for comprehension: _prior knowledge _re-reading for understanding <input type="checkbox"/> Begins to use vocabulary from different subject areas <input type="checkbox"/> Differentiates fiction from information text 	<ul style="list-style-type: none"> <input type="checkbox"/> Produces the alphabet in legible form using left-to-right progression, writing on the line <input type="checkbox"/> Copies written information accurately <input type="checkbox"/> Begins to use common writing conventions: _punctuation _spelling _capitalization <input type="checkbox"/> Begins to use: _subject-predicate order _adjectives _common prepositions <input type="checkbox"/> Writes short, coherent patterned sentences on personally relevant topics <input type="checkbox"/> Begins to write simple sentences in present tense, simple questions and basic grammar (plurals, some prepositions)
<p>Stage 2: Developing</p> <p>Reads for specific purpose, comprehends familiar topics</p> <p>Writes in a variety of contexts using simple sentences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses decoding strategies: _syllabication <input type="checkbox"/> Uses reading strategies for comprehension: _skimming _context clues _re-reading _identifying key info <input type="checkbox"/> Uses vocabulary strategies to understand new words _word analysis _context clues <input type="checkbox"/> Demonstrates comprehension of passages with simple and compound sentences <input type="checkbox"/> Uses some correct phrasing and rhythm and pronunciation when reading aloud <input type="checkbox"/> Follows brief written instructions <input type="checkbox"/> Identifies author’s purpose <input type="checkbox"/> Begins to read with a critical view <input type="checkbox"/> Articulates some strategies to continue building reading/vocabulary proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes with some accuracy: _common tenses _capitalization _punctuation _spelling <input type="checkbox"/> Writes comprehensible simple sentences <input type="checkbox"/> Writes compound sentences (and, so, but, because) <input type="checkbox"/> Writes appropriate responses to <i>wh</i> questions <input type="checkbox"/> Writes connected discourse: _retelling _journal writing, _reporting <input type="checkbox"/> Uses the writing process with guidance <input type="checkbox"/> Edits some of his/her own errors <input type="checkbox"/> Uses paragraphing
<p>Stage 3: Expanding</p> <p>Completes classroom reading and writing tasks adequately with support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses reading strategies: _sequencing _skimming _scanning _identifying main ideas _cause and effect <input type="checkbox"/> Uses vocabulary building strategies <input type="checkbox"/> Retells a story at or close to grade level, identifying main ideas and some details <input type="checkbox"/> Reads non-fiction close to grade level <input type="checkbox"/> Reads and accurately interprets text with some visual support 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes and sequences ideas <input type="checkbox"/> Writes using appropriate simple verb tenses, subject-verb agreement, connectors <input type="checkbox"/> Begins to use variety in: _vocabulary _sentence structure _forms of writing <input type="checkbox"/> Writes some complex sentences <input type="checkbox"/> Revises written work with support <input type="checkbox"/> Completes most grade level writing tasks adequately (with errors, limited detail)
<p>Stage 4: Consolidating</p> <p>Demonstrates control of grade-appropriate reading tasks</p> <p>Writes for a variety of purposes using appropriate conventions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses grade-appropriate reading skills and strategies effectively: _skimming _scanning _making inferences _predicting _figuring out vocabulary _using reference tools <input type="checkbox"/> Comprehends unfamiliar text at grade level, both literal and implied meaning. <input type="checkbox"/> Has a reading vocabulary close to grade level <input type="checkbox"/> Understands complex sentences at grade level <input type="checkbox"/> Uses prior knowledge and strategies to understand cultural references <input type="checkbox"/> Chooses reading materials similar in scope and difficulty to peers 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes with a clear focus and organization <input type="checkbox"/> Uses a variety of vocabulary <input type="checkbox"/> Expresses voice in writing <input type="checkbox"/> Writes for a variety of purposes at grade level. <input type="checkbox"/> Writes grade-level text on a variety of topics with few errors <input type="checkbox"/> Writes complex sentences without hesitation (e.g., conditionals, relative clauses, adverbial clauses) <input type="checkbox"/> Uses the writing process effectively <input type="checkbox"/> Uses writing strategies: _attempts to use new words and accurate vocabulary _uses reference materials to aid writing

³ ESL students who are literate in their L1 will have acquired many of the reading skills and strategies in the L1. ELD students will need more instruction, practice and time to catch-up.

Appendix 1: ESL Initial Assessment

Some suggested components of the initial ESL assessment:

- Speaking: ability to communicate orally, vocabulary, sentence structure, verb tenses.
 - ✓ Counting, naming objects, colours
 - ✓ Personal interview
 - ✓ Picture talk
- Listening (e.g., understand instructions, *wh* questions, a short story, description)
- Vocabulary check with progression (colours, numbers, school items, etc.)
- Book awareness (knows front and back cover, left to right)
- Letter recognition
- Word recognition (sight words)
- Initial consonant sounds
- Reading sample in English, determine approximate grade level
- Writing sample in English
- Writing and reading samples in the L1

Pictures, paper, pencil, crayons, manipulatives and levelled reading passages may be helpful.

Refer to the *Benchmarks for ESL Developmental Stages* for specific indicators.

Appendix 2: Stages of Language Acquisition

Language acquisition may be roughly defined in five stages:

Stage 1: Pre-production: This is often called the silent period. Many students go through this period as they adjust to a new environment, experience and language. Many learners have up to 500 words in their receptive language before they begin speaking, which may take several months.

Teachers should focus on building receptive vocabulary and listening comprehension skills at this stage. Teachers should also focus on creating a welcoming environment by using gestures, pictures and a variety of tools to aid communication and wait patiently for students to feel comfortable to experiment with English. Parroting words or phrases at this time does little to promote language acquisition.

Children who are literate may use reading as well as listening to acquire English in the pre-production stage.

Stage 2: Early production: This stage may last more than six months. In this stage a student is developing a productive and receptive vocabulary. Students can usually speak in isolated words or short phrases. As students begin to speak, it is important to have patience and be mindful of the normal sequence of language acquisition; allow and support natural growth in language usage.

Teachers can continue to use pictures and realia (real life objects) in their classroom and encourage short answers to basic questions.

Students may be more comfortable with speaking English at this stage than writing. However, some older students with well developed literacy skills in their own language may develop skills in reading and writing before oral skills. It depends on their age, personality and educational background.

Stage 3: Speech emergence: Students have developed a receptive vocabulary of about 3000 words and can communicate in simple sentences, although it may not be grammatically correct.

Teachers can use visuals, graphic organizers, simple explanations and modelling to help students understand content. Teachers need to encourage communication and continue to teach strategies to access and process information. Most ESL students will need support with vocabulary, language structures and accessing the academic content.

Stage 4: Intermediate fluency: Students are beginning to use more complex sentences in their speaking and writing. They are willing to ask questions to clarify learning in class. At this stage students may seem quite confident and fluent in day-to-day conversation but will need support and accommodations to access the curriculum. At this stage students are well able to continue to build their language skills through immersion with same age peers. English Literacy Development (ELD) students however, will likely need continued literacy and numeracy enabling supports.

Stage 5: Advanced fluency: It generally takes children 3-5 years to reach fluency when immersed in an English school system and with ESL support and accommodations. Students at this stage can perform comfortably at grade level with their peers and may have native-like fluency. According to Haynes, it can take from 4-10 years to achieve cognitive academic language proficiency.

Adapted from: Haynes, J. *Stages of Language Acquisition*. everything ESL.net. Retrieved online July 3, 2009 at http://www.everythingsl.net/in-services/language_stages.php

Appendix 3: Text for Parent Brochure (sample)

Welcome

Our school welcomes you and your child. We hope that your time with us will be rewarding and enjoyable. In the past, students who have joined our school with little or no knowledge of English have adjusted well to our school, made friends and learned English while continuing their educational development. Close communication between the school and the home is important to your child's success.

This handout has been written to help you understand the purpose of our English as a Second Language (ESL) Services and its place within our school. Please know you may contact any of our staff, including the principal, classroom teachers, specialist teachers or ESL teachers, with any questions or concerns.

Parent-teacher meetings can take place whenever there is a need. It is essential to attend. Please make arrangements through the office secretary if you would like to meet with one of our teachers.

What is ESL Support?

ESL support is an additional school service provided to help your child succeed in school. ESL teachers work with your child to help him or her develop English language skills, cultural awareness and learning strategies to be successful in school.

ESL support

- ESL students may go to the ESL class to learn English.
- As their English improves they will not receive as much ESL support.
- At times the ESL teacher may work in the regular classroom with your child.
- ESL students will participate in learning activities in the regular classroom most of the day. They must get involved in learning right away and always try to do their best.

How do I know how my child is doing in school?

- Your child will be assessed to determine his/her progress in English. The ESL teacher would be happy to talk to you about this.
- Report cards go home in November, March and June.
- Parent-teacher interviews are held in November and March. It is important to attend.
- Reports on student progress differ depending on the age of the learners.
- ESL learners often do not receive grades in the very early stages of English language learning. In this case, teachers give written comments.
- If you have any questions about the report card or how your child is doing, talk to your child's teacher.

How can I help my child?

- Create a quiet place and a regular time to do homework and study.
- Talk to your child in your own language about what is happening at school.
- Encourage your child to show you all school work and the books he or she is using.
- Read with your child daily. Ask your child to read to you. Talking about the pictures is also helpful.
- Learning in a new language takes lots of energy. Ensure that your child gets plenty of rest and eats good food.
- Help your child find places to use English outside of school.
- Be patient. Understand that learning a language well takes a long time.

School in Newfoundland and Labrador

- Students must attend school. This is the law.
- Children learn in many different ways: playing games, singing, music, drama, art, working in groups and students talking with other students.
- Field trips to visit places outside the school are an important part of schooling.
- Homework is important.
- Teachers are happy to meet with parents.

Should I use our first language with my child?

YES! Speaking two languages is good for children. Speaking the home language can help a child feel proud of his or her culture.

Speaking about school work in English or in your home language can help your child think about and better understand what was learned in school.

Appendix 4: ESL Learning Plan, Grades 7-9

The ESL Learning Plan, Grades 7-9, on the following pages, should be photocopied as needed.

The plan should not be transmitted electronically when it contains student information.

ESL Learning Plan, Grades 7-9

The *ESL Learning Plan* is completed within one month of the student's arrival in the province and filed in the student's cumulative file. It is subsequently completed in September of each year that the student receives ESL support.

All teachers working with the student should have input and review the plan.

Student's name:	Grade:
Homeroom teacher:	ESL teacher:
School:	Date:
Previous schooling:	

ESL Developmental Stage [Refer to "Benchmarks for ESL Developmental Stages" in <i>Guidelines for the Delivery of English Second Language Services in the Intermediate School.</i>]:	
<input type="checkbox"/> 1. Beginner <input type="checkbox"/> 2. Developing	<input type="checkbox"/> 3. Expanding <input type="checkbox"/> 4. Consolidating
English Language Strengths	English Language Needs

English Language learning Goals for current school year:
--

Checklist for Classroom Teachers: Strategies to Enhance Language Learning

The checklist should be copied and completed by every teacher working with the student at Stages 1 and 2 of English Language Development.

Teacher's name: _____ **Subject:** _____

- Welcome the student by learning a few words in the student's native language (e.g., "hello", "how are you?")
- Speak clearly and slowly and remind classmates to do likewise.
- Print notes in plain language, key words, dates, page numbers, instructions, homework assignments, etc. on the board to aid comprehension.
- Use printing rather than cursive writing.
- Use manipulatives and visuals to reinforce new concepts.
- Check for comprehension; use questions that require one word answers. (Avoid asking, "Do you understand?")
- Modify assignments for ESL/ELD students.[§]
- Give ESL/ELD students extra time to complete certain tasks.
- Assign a partner(s) to work with the ESL/ELD student.
- Help the student with essential survival terms (e.g., "Washroom, please.").
- Encourage classmates to assist the student in participating, following instructions, etc.
- Provide a picture dictionary and/or appropriate children's dictionary.
- Provide or direct student to high interest/low vocab texts related to themes covered.
- Modify assessment and evaluation strategies.
- Provide models of completed assignments and projects.
- In writing, respond first to content of what the student is saying and then focus on correcting a limited number of errors, rather than trying to "fix" everything.
- Assign a buddy reader to read aloud to the student for a few minutes each day (homeroom or language arts teacher).
- Set up a listening centre for beginning ESL students.
- Use active methods of learning such as games, skits, project work, lab work, group work.

Others:

Teacher signature: _____ Date: _____

[§] ELD: English Literacy Development: An ELD student is one who, due to limited prior schooling, has an achievement gap in literacy and numeracy skills. The student is developing the skills needed to integrate into an age-appropriate grade. Most of these students will be ESL students but some may speak English as their first language.

ESL Service Supports:
Documents attached (reading assessment, writing sample, etc.):

Other activities to promote language learning (buddy reading, homework club, after school activities, etc.)	
<u>Activity</u>	<u>Adult Responsible for Implementation</u>

Signatures	
Please print name	Signature
Classroom teacher:	
ESL teacher:	
Parent:	
<u>Others (include position):</u>	
Date: _____	

The *ESL Individual Outcomes* should be completed at the beginning of the school year and filed in the student's cumulative file. It is not necessary to determine individual outcomes for a student with whom the teacher is following the *ESL A* or *ESL Foundation* curriculum or a student being monitored by the ESL teacher.

Outcomes should be determined in consultation with classroom teachers.

ESL Individual Outcomes

Student name: _____

___ **ESL** and/or ___ **ELD**

Grade: _____

ESL Developmental Stage: _____

Outcomes for Term #: _____

Academic Year: _____

Date: _____

Listening and Speaking

Reading and Writing

Sample of ESL Individual Outcomes:

ESL Individual Outcomes

Student name: Abdul

ESL and/or **ELD**

Grade: 8

ESL Development Stage: 4

Outcomes for Term #: 1

Academic Year: 2011-12

Date: September 20, 2011

Listening and Speaking

- *Will clearly explain graphs and diagrams from a grade level text book*
- *Will orally summarize main points of a section of grade level text.*

Reading and Writing (in context of grade 8 texts)

- ✓ *Will demonstrate the ability to use these vocabulary strategies for reading:*
 - *Demonstrate understanding of common prefixes found in grade 8 level textbooks (minimum, maximum, predict, disappear, translucent, etc.)*
 - *Use re-reading and contextual clues to understand unfamiliar words.*
 - *Recognize common word parts and predict meaning (e.g., pressure, compressed, compressibility, etc.)*
 - *Use a glossary and student dictionary effectively.*

In the above sample, outcomes are based on the curriculum guide, *ESL Strategies for Advanced Learners in Grades 4-12*.

Appendix 5: ESL Reporting Insert (sample)

Report Card Insert
English as a Second Language

Student	<i>Maria Lopez Camacho</i>	Grade	8		
ESL Teacher	<i>Ms. Smith</i>	Date	<i>March 10, 2011</i>		
Classroom Teacher	<i>Mr. Jones</i>	Term	1	2	3
				x	
<p>Maria receives five hours of ESL instruction in a seven-day cycle. She has made progress with all aspects of English. Maria loves to read and is eager to read aloud in class.</p> <p><i>I'm very proud of you, Maria. Keep working hard!</i></p> <p>Speaking /Listening Maria:</p> <ul style="list-style-type: none"> • follows classroom instructions. • asks and answers simple questions. • is able to express needs, preferences and opinions. • uses new vocabulary in her speech. • asks for clarification when necessary. • speaks in complete simple sentences and some compound sentences (and, but). • is beginning to use past tense verbs. <p>Reading/ Writing Maria:</p> <ul style="list-style-type: none"> • sounds out words well for reading. • uses good strategies for reading comprehension. • writes short, coherent sentences on personal topics. • answers questions in complete sentences. • is showing improvement in spelling. <p>If you have any questions or concerns, please feel free to contact me by e-mail at theESLteacher@esdnl.ca.</p>					
Teacher's Signature					
Administrator's Signature					

Appendix 6: ESL Student Supports and Inclusion

Building a whole-school approach

Creating a welcoming and inclusive school environment for ESL students is a whole-school responsibility requiring the commitment of administrators, teachers, support staff and other leaders within the school community. The outcome of this committed effort is a dynamic and vibrant school environment that celebrates linguistic and cultural diversity.

ESL students should be included in the regular classroom and school activities. When the activity is beyond the linguistic or educational achievement level of the learner, an adapted version should be offered and instruction provided.

Classroom teachers

Teachers bring knowledge, enthusiasm and varied teaching approaches to the classroom, addressing individual student needs and ensuring sound and challenging learning opportunities for every student. An inclusive and welcoming class ensures the student has a positive experience in the new environment. A number of school and classroom factors have a positive influence on English language acquisition and the student's wellbeing and success in learning.

Teachers and students can help create a welcoming environment for the new student in the following ways:

- Prepare the class for the ESL student, such as informing the class of the student's name, background and language(s).
- Have class/school make welcome posters for the ESL student.
- Locate the student's country of origin on the map.
- Use activities that help students to learn each others' names.
- Prepare the class to support the ESL student by speaking clearly and slowly, using gestures and pointing to objects.
- Welcome the student by learning a few words the student's native language (e.g., "Hello", "How are you?")
- Help the student with essential survival terms, (e.g., "Washroom, please")
- Assign a student to show the new student around the class and school.
- Use techniques and resources that make content comprehensible, such as speaking slowly, in complete simple sentences, enunciating clearly and using visuals, gestures and manipulatives.
- Be sensitive to the ESL student getting used to a new country and school.
- Be patient as the student learns English.
- Encourage the student's efforts in learning English and sharing knowledge.

-
- Provide books, visual representations and concrete objects that reflect the student's background and interests.
 - Assign a buddy reader to read aloud to the student for a few minutes each day.
 - Invite a guest speaker to present on the new student's country and culture.
 - Acknowledge the student's birthday, religious and cultural festivals.
 - Encourage the class to assist the ESL student in participating.
 - Provide a picture dictionary and/or children's dictionary to the ESL student.
 - Provide high interest/low vocab books for leisure reading. Collaborate with the ESL teacher in finding appropriate texts.
 - Direct the student to easier reading resources and visuals for content area topics.
 - Check for comprehension; use questions that require one word answers. Avoid asking, "Do you understand?"
 - Allow students' talents, interests, knowledge and capabilities to inform curriculum.
 - Take an interest in students' lives and family events.
 - Create an environment where students feel secure to ask questions and take risks in language learning and participation.
 - Create a classroom environment which reflects and celebrates the linguistic and cultural diversity of students.
 - Use approaches and strategies that are specifically differentiated in response to the student's language learning needs.
 - Get to know the student's reading and writing ability. Don't assume a high literacy level because the student has relatively advanced oral skills.
 - Modify assignments so the ESL or ELD student reads simpler texts, writes less, has less complex questions to answer, etc.
 - Give ESL students extra time to complete tasks.
 - Use manipulatives to reinforce new concepts.
 - Provide models of completed assignments and projects.
 - With student writing, teachers should respond first to content of what the student is saying and then focus on correcting a limited number of errors. Correct or indicate errors that the student is ready to learn from.
 - Allow ESL students to express themselves through art, drawing, painting, crafts.
 - Limit lectures to short, clear explanations with visual cues.
 - Use active methods of learning such as tasks, games, skits, songs, interviews and structured discussion with classmates.

Enjoy the enriching experience of working with students from other cultures!

For more professional development resources related to English as a Second Language and Newcomer Programs see the Department of Education Website.

Appendix 7: Community Contacts

The Community and Settlement Information Support Line for Immigrants:
1-877-666-9650.

The Association for New Canadians

144 Military Rd, St. John's, NL,
Mailing Address: Box 2031, Station C, St. John's, NL , A1C 5R6
Phone: 722-9680
Fax: 754-4407
Settlement Workers in the Schools (SWIS): 722-0921

The following community centres and clubs have a variety of programs including social, educational and recreational programs for children.

Rabbittown Community Centre

26 Graves Street, St. John's, NL, A1B 3C5
Phone: 739-8482
Fax: 739-8472
Director: director@rabbittown.ca
<http://www.rabbittown.ca/>

Buckmaster's Circle Community Centre

129 Buckmaster's Circle, St. John's, NL, A1C 5T9
Phone: 579-0718
Fax: 737-0342
<http://www.bmcc.nf.ca/>

Froude Avenue Community Centre

89 Froude Avenue, St. John's, NL, A1E 3B8
phone: 579-0763
fax: 570-0548

MacMorran Community Centre

10 Brother McSheffrey Lane, St. John's, NL , A1B 5B2
Phone: 722-1168
Fax: 722-1885
<http://www.macmorran.ca/site/index.php>

Virginia Park Community Centre

51 Harding Rd, P.O. Box 21011, St. John's NL, A1B 5B2
Phone: 579-4534 or 579-0257
Fax: 579-4539
http://viriniapark.ca/index.php?pr=Home_Page

St. John's Boys and Girls Club

P.O. Box 5012, St. John's, NL, A1C 5V3
Tel: 579-0181
Fax: 579-0182

Website: <http://www.bgclub.ca>

City of St. John's Parks and Recreation

HGR Mews Centre, 40 Mundy Pond Road, St. John's, A1E 1V1
576-8499

<http://www.stjohns.ca/index.jsp>

City of St. John's: The R.E.A.L. Program

(Funding assistance for low income families to attend programs)

Department of Recreation, City of St. John's

P.O. Box 908, St. John's, NL, A1C 5M2

Phone: 576-4556 or 576-8684

Mount Pearl Parks & Community Services Department

3 Centennial Street, Mount Pearl, NL, A1N 1G4

Tel: 748-1027

Fax: 748-1150

<http://www.mountpearl.ca/recprograms.asp#children>

PEARL Program, City of Mount Pearl

(Funding assistance for students to attend programs)

748-1046

Dunfield Park Community Centre

9 Ivy Court, P O Box 544, Corner Brook, NL, A2H 5T4

Phone: 634-4077; Fax: 634-5377

director@dpcc.nf.net

The Boys and Girls Clubs of Newfoundland and Labrador [*Clubs throughout NL*]

<http://www.boysandgirlsclubsofnl.com/index.asp>

References

- Government of Newfoundland and Labrador (2008). *Policy on Multiculturalism*.
- Krashen, S. D. and Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Hayward, CA: Alemany Press.
- Linse, C. (2008). Language Issue or Learning Disability? *Essential Teacher*, 5/4, 28-30.
- Ministry of Education, British Columbia. *English as a Second Language*. Retrieved online March 5, 2009 at <http://www.bced.gov.bc.ca/esl/policy/programming.htm>
- Ministry of Education, Ontario, (2008). *Supporting English Language Learners: A practical guide for Ontario educators: Grades 1-8*.
- Reid, S. (2002). *Book Bridges for ESL Students: Using Young Adult and Children's Literature to Teach ESL*. Rowman & Littlefield.
- Schleppegrell, M. J., Achugar, M. and Oteiza, T. (2004). The Grammar of History: Enhancing Content Based Instruction Through a Functional Focus on Language. *TESOL Quarterly*, 38/1, 67-93.