



# **Teaching English as an Additional Language in New Brunswick:**

## **A Guide for Educators and School Teams**

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# Teaching English as an Additional Language in New Brunswick:

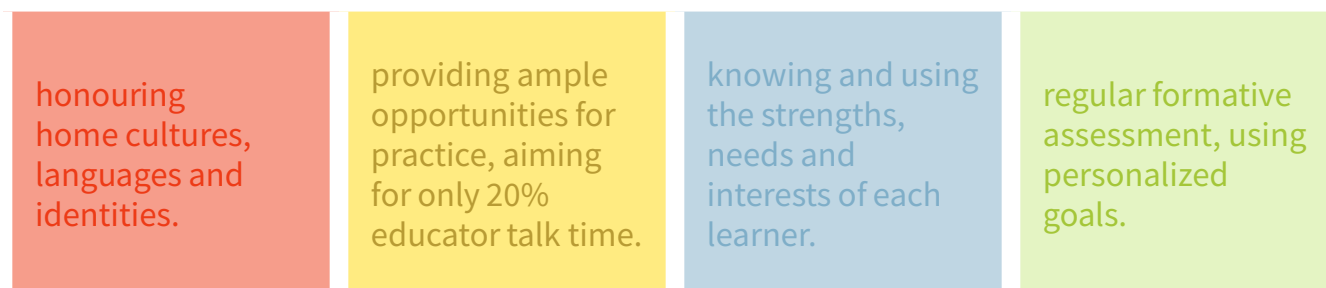
## A Guide for Educators and School Teams

The New Brunswick Department of Education and Early Childhood Development is committed to providing inclusive environments where learners develop the social and academic language needed to enable them to be socially confident, academically ready, independent users of English who are recognized for their unique identities and strengths.

The following values inform the English as an Additional Language (EAL) learning environment:

1. The foundation of the EAL learning environment is a climate of trust and respect wherein educator(s) and learner(s) work together to create a sense of belonging for all.
2. Home languages and cultures are recognized as both expressions of identity, and valued resources for plurilingual/pluricultural learners.
3. Families and communities are viewed as integral partners in supporting language development.
4. Language development is facilitated through intentional instruction and transparent assessment that promotes learner autonomy and agency.
5. Language learning is an interactional process, wherein knowledge is co-constructed, and ideas, perspectives and experiences from a variety of sources are valued.
6. Language acquisition is viewed from a strengths-based perspective where high expectations for all learners are upheld and supported.
7. Language learning must be embedded in authentic tasks that engage learners in a meaningful and personalized manner.
8. Language learning is a personal journey that requires learner investment over time.

Effective support for culturally and linguistically diverse learners in all New Brunswick classrooms is rooted in:



# 1. The foundation of the EAL learning environment is a climate of trust and respect wherein educator(s) and learner(s) work together to create a sense of belonging for all.

**Inclusive and affirming classrooms** are co-created by educators and learners. Spending quality time on the creation of classroom climate is pedagogical time well spent. In fact, the EAL curricula is designed to underscore the importance of communication, relationships, reflection and intercultural competencies.

**Building relationships** is vital to the forging of trust, both of which must be present before meaningful learning can take place. All culturally diverse learners depend on reliable and caring educators as sources of comfort that help foster a sense of security in the learning environment. Geneva Gay (2010) and Zaretta Hammond (2015), experts in Culturally Responsive Pedagogy (CRP), assert that, “culturally responsive relationships aren’t just something nice to have. They are critical. The only way to get students to open up to us is to show we authentically care about who they are, what they have to say, and how they feel”<sup>1</sup>.

Empowering learning communities are ones in which **learners feel seen, safe and respected**. All members of the learning community have a role within an environment of mutual support. The educator models positivity and acceptance for all, establishes a social contract for the classroom family, and provides structure for learners to get to know each other. **Every day, the educator and learners make a choice to value the classroom culture more than the activities of the day.**

Infusing appropriate humour, lightness and personal connection is not only a pedagogically sound practice but required in an effective EAL learning environment. The EAL educator recognizes that this might be the one time in the day that the learners feel safe, seen, and comfortable. Creating this safe space where varied experiences and knowledges are legitimized promotes interactions that foster learner agency. This supports bigger ideals such as social justice and equity, while also connecting to the day-to-day realities of individual learners.

Living and working inclusively in diverse communities requires learners, educators and other school staff to **become aware and mindful of personal biases and perspectives**. Beginning with self-reflection, educators model, teach, and promote ways in which we can learn from and about one another, in an environment of respect. The goal of this reflection and learning is engagement in meaningful and respectful dialogue in our schools and classrooms. The modelling of self-reflection, respect and dialogue is an important way that educators promote better equity and achievement for all.

## SOCIAL-EMOTIONAL LEARNING

Learning requires emotional engagement. (Puchta & Williams, 2001, p. 1).



## ENVIRONMENT

Providing a safe, inclusive learning environment is imperative for maintaining a positive affective climate and for affirming identity.

<sup>1</sup>Zaretta Hammond, *Culturally Responsive Teaching and The Brain* (Thousand Oaks, CA: Corwin, 2015), p. 75.

## 2. Home languages and cultures are recognized as both expressions of identity, and valued resources for plurilingual/pluricultural learners.

In multicultural and multilingual learning environments, **learners' identities are celebrated and their backgrounds are seen as a resource.** The guiding global competencies document (see Appendix I) underscores the development of a “sense of bi- or multi-cultural identity and [a] sharing [of] understanding of culture and language” in diverse language classrooms.

The action-oriented approach of the Common European Framework of Reference (CEFR) as well as its companion volume, underscore the importance of seeing language learners as “social agents” and of educators as facilitators of intercultural communication and mediation. **Home languages and cultures are resources that support and engage learners,** as they see themselves reflected in the curriculum and/or as they transfer their skills from one language context to the next.

Discovering ways to **leverage the diversity** in the learning environment is a key tool in an educator's toolkit. For example, expanding the classroom library to include bilingual and multilingual books as well as books that show different cultural representations help learners feel included. Learners need to see themselves represented in the curriculum and gain insights into the identities and values of their classmates and peers.

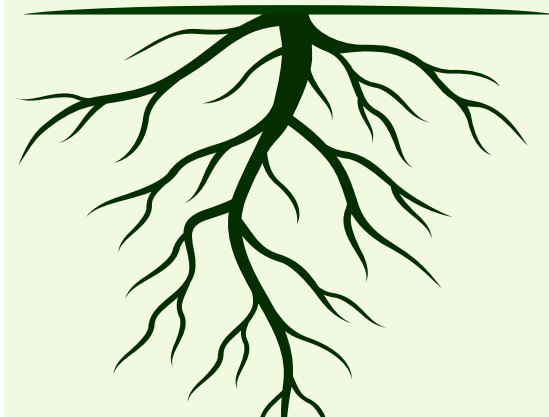
**The more a learner has voice in the classroom, the more that voice is included** and respected as a springboard for learning. Practically speaking, using model texts such as the “Where I'm From” poem (George Ella Lyon) enables learners (and educators) to investigate and express backgrounds, interests, and perspectives. Personal narrative, memoir and small moment prompts also provide empowering opportunities for learners to share their identities.

Bringing home languages into the classroom is essential to validating plurilingual identities. The judicious use of home languages also enhances the learning of additional languages. **Finding innovative ways to share the languages used by both learners and educators is essential to a meaningful recognition of plurilingualism.** It is crucial to remember that the educator is the model for showing genuine interest in the linguistic and cultural backgrounds of everyone in the learning environment. Learners will look to the educator for behaviours such as pronouncing and using names properly, learning new words in different languages, and providing meaningful academic opportunities to share language and culture.



### CULTURALLY RELEVANT

Our “ways of knowing and being” influence how we interpret everything. Using a variety of instructional strategies, and incorporating relevant materials, is not only engaging, but necessary.





### 3. Families and communities are viewed as integral partners in supporting language development.

Learners arrive in New Brunswick classrooms through varied pathways and for varied reasons. In all cases, **the families and communities of the children and youth in New Brunswick classrooms care deeply about their academic success.** Involving families and communities in the classroom demonstrates value for learners' backgrounds and home lives. Learners, families and ethnocultural communities, especially those with backgrounds in collectivistic culture (simply, the success of the group is paramount to the success of the individual) will appreciate this acknowledgement and welcome.

Educators provide inviting and welcoming school atmospheres by hosting Open Houses for newcomer families at significant times in the year (beginning, reporting periods), hosting Parent-Teacher meetings at local Immigrant Serving Agencies, inviting families or community leaders into the classroom to speak on various topics or share favourite books/stories/music, and by learning a few key words in the family's home language to use when greeting or communicating with them. From a schoolwide perspective, **one of the goals of any culturally and linguistically diverse school is to ensure all school committees are equally diverse.** If relationships and trust have been built with new families from the start, and families have learned that they will be supported in learning the norms of the school, it is much easier to find volunteers for school committees.

**Ensuring that families and communities know that their home languages and cultures are valued strengthens the important home-school partnership** while also enhancing the continued learning of all English and other languages. Educators support language development in all the languages of their learners by encouraging families to maintain the first language(s) in the home, using dual language resources and multilingual word walls in the classroom, and learning and using a few key words in the home languages of the classroom family.

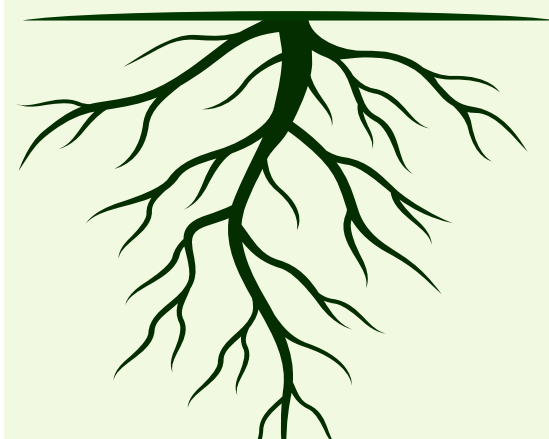
A connection with families and communities also supports learning outside the classroom, which is vitally important for newcomer language learners who often feel the time pressures and cognitive strain of learning content while learning a new language. **EAL educators recognize that all English learning is valid and should be recognized, no matter where it happens.** English language learners developing agency will be asking, 'who are my supports in my language learning journey?' In addition to families and community-based supports, EAL educators often enhance their learning environments by accessing support from learners taking Co-operative Education or other school and community volunteers.

By committing to portfolio- and outcome-based instruction and assessment, EAL educators demonstrate the belief that all learning need not be performed inside the classroom walls. Learners can and should be tracking their goals and progression in language using the CEFR and a portfolio, and setting goals accordingly. If they have worked on and achieved an English can-do statement (EAL class objective) in another class, at their part-time job, or at home, this is noted and celebrated.



#### BACKGROUND KNOWLEDGE

Instruction must explicitly activate learners' prior knowledge. "To learn new content or skills, the brain figures out where to make connections to what we already know so that we "get it" (Hammond, 2015, p. 49).



## 4. Language development is facilitated through intentional instruction and transparent assessment that promotes learner autonomy and agency.

**Intentional instruction and transparent assessment are foundational elements in personalized learning environments. Learner agency can thrive when learners know “where they are” and “where they are going”.** This is especially important for new-comer language learners, who may need support understanding the norms of school, in general, and with learning the ‘unwritten codes’ for academic success in New Brunswick.

**Formative assessment through regular and meaningful on-going feedback is essential to all language learners’ linguistic development.** Providing opportunities to self-reflect using clear rubrics and checklists based on specific can-do statements is a crucial part of this process.

Can-do statement: I can politely interrupt when I do not agree or when I have not understood.					
6	5	4	3	2	1
<b>Outstanding demonstration of the skill;</b> demonstrates skill multiple times, in different contexts, with no support.	<b>Strong demonstration of the skill;</b> demonstrates skill multiple times, in different contexts, with little support, and few errors.	<b>Good demonstration of the skill;</b> demonstrates skill multiple times, in limited contexts, with occasional support.	<b>Satisfactory demonstration of the skill;</b> demonstrates skill a few times, in limited contexts, with frequent support.	<b>Developing understanding of the skill;</b> demonstrates skill one or two times, in limited contexts, with continual support.	<b>Emerging understanding of the skill;</b> more modelling and practice needed.
“Ready to move on!”	“I’ve got this!”	“Getting there.”	“On the way.”	“Beginning signs.”	“Credit or pass not possible at this time.”

Rubric from the [EAL Portfolio](#)

Regular check-ins with the educator through conferencing allows learners to have a good sense of their strengths and their areas for development. Regarding the latter, **goal setting needs to be built into both self-assessment and conferencing processes in order for learners to invest** in their own language development. Language learning requires not only feedback from the educator, but the development of agency and autonomy on the part of the learner. Without these elements and without an investment in the formative assessment process, learners will not be empowered to take steps forward. Specific and timely feedback from both educators and peers is a powerful tool in both the formative assessment and English language learning toolkit.

Effective feedback answers three questions:

1. *Where am I going?* **Feed up**
2. *How am I going to get there?* **Feed back**
3. *Where to next?* **Feed forward.**<sup>2</sup>

### BALANCED ASSESSMENT

Ensure that assessment is regular, multi-faceted and, ideally, co-constructed.

<sup>2</sup> J. Hattie and H. Timperley, “The Power of Feedback,” *Review of Educational Research*, 77, 1 (2007): pgs. 81-112.

	Assessment for Learning	Assessment as Learning	Assessment of Learning
Why is it used and who takes a lead role?	The teacher gives the learner descriptive feedback on a particular aspect of a “can-do” statement and provides strategies to improve in relation to established criteria.	The learner reflects on prior experiences with a “can-do” statement, assesses progress, sets goals to improve according to established criteria, engages in another task to improve, and/or selects the next goal of focus.	The learner provides the teacher with a snapshot of learning and the teacher measures the achievement of “can-do” statement(s) in relation to established criteria.
When is it most useful?	At regular intervals while learners practice “can-do” statements through communicative tasks	<ol style="list-style-type: none"> <li>1. Prior to the task</li> <li>2. During the task</li> <li>3. After the task</li> </ol>	The teacher gives the learner descriptive feedback on a particular aspect of a “can-do” statement and provides strategies to improve in relation to established criteria.

3

Using a portfolio (digital or paper) where learners can track progress and collect evidence, is another tool to promote learner empowerment. [The portfolio included in the EAL curriculum](#) is a comprehensive example of the way formative assessment can be learner-focused and goal-driven, as, using the CEFR-aligned EAL curriculum can-do statements, it provides for learners a “... sufficiently clear picture of the targets their learning is meant to attain.”<sup>4</sup> **EAL educators empower learners by using, modelling and encouraging regular assessment practices, which include initial assessments to find out what they can do, and ongoing assessments that find out where they are now and what the next goals will be.**

Because EAL classes are skill- and outcome-based, learners receive marks of “In Progress” or “Pass/Credit” in the language level during reporting times. In skill- and outcome-based classrooms, no ‘mark’ should ever be a surprise. Educators, and learners, can feel confident that a can-do statement, or other language goal, has been achieved when three pieces of independent evidence, demonstrated spontaneously and in different contexts, has been recorded. Remember, though, that **language learning is a fluid process, not a straight line, or a step-by-step journey.** Spiralling and repetition are important instructional tools in the EAL educator’s toolkit.

**The EAL class pathway is flexible and responsive to the learner; learners stay in and move beyond class levels at their own pace, which supports them in their personalized language learning journeys.** Language learning outside the EAL classroom is encouraged, which serves to build community connections and further promote the development of learner agency.

<sup>3</sup> Paula Kristmanson and Chantal Lafargue, *I Can... Empowering Language Learners* (Ottawa, ON: Canadian Association of Second Language Teachers (CASLT), 2014).

<sup>4</sup> Paul Black, P. and Dylan Wiliam, D., “Assessment and classroom learning,” *Assessment in Education*. 5, 1 (1998): pgs. 7-74.



## 5. Language learning is an interactional process, wherein knowledge is co-constructed, and ideas, perspectives and experiences from a variety of sources are valued.

Grounded in socio-cognitive theories of educational psychologists such as Vygotsky and Bruner, **language learning is enhanced by relevant tasks and activities that require learners to “try out” the language.** Learners must have an opportunity to produce language in safe and interactional spaces. Language learners construct language together in the context of a classroom. As such, they benefit from an environment that nurtures **the sharing of experiences and ideas, prioritizes practice, and provides multiple opportunities for structured and spontaneous interaction.**

The action-oriented approach advocated by the CEFR underscores **the importance of “active language use” through tasks that are related to real-life and require meaningful communication.** Collaboration, Communication and Sustainability and Global Citizenship are three of the global competencies addressed in interactional language classrooms.

**Authentic contexts** which expose language learners to a variety of materials representing diverse worldviews and perspectives are excellent springboards for interaction. The [Language Experience Approach](#) is a trusted tactic in an interactional language learning environment. Other strategies that promote interaction in language are noted in [Tips for Supporting Multilingual Language Learners in Off- and Online Learning Environments](#). Even for beginning language learners, visual representations of culture and identity can encourage basic interactional language use.

Language users engage in tasks while speaking, listening, reading and writing, not only in isolation, but also in interdependent or multimodal communicative situations. The multi-skill nature of the CEFR connects well to a **balanced literacy approach as skills are seen as interdependent.** Though there is a strong focus on balanced literacy, authentic and regular communication is also understood as vital. **Communication does not just happen; the learning environment is intentionally engineered to allow for daily interaction** between and among learners and educator(s). Balanced literacy and intentional vocabulary development are two vital components of the EAL learning environment.

### BALANCED LITERACY

Not only are writing and reading inextricably connected, oral language and overall literacy is co-dependent. Coelho (2012) notes: “Oral language provides the foundation for literacy development. ELLs need daily opportunities to learn and practice oral English in order for their literacy skills to flourish” (p. 229). English language learners should have time every day, in a supportive, scaffolded environment, to work on their listening, speaking, reading and writing skills.

### VOCABULARY DEVELOPMENT

“Research indicates that one of the biggest factors influencing the discrepancy between the reading performance of native English speakers and that of ELLs is English language vocabulary knowledge...” (Coelho, p. 311).

## 6. Language acquisition is viewed from a strengths-based perspective where high expectations for all learners are upheld and supported.

Learners, with support from their educators and peers, measure their progress using the Common European Framework of Reference for Languages (the CEFR), which means **progress is measured individually against a continuum of understanding**. Paramount is the understanding that **language proficiency is fluid and changes with context of the task, situation, and time**. Individual, overall progress, across various instances, is what matters. There must be a firm commitment to finding and **supporting the strengths of each learner**.

Aida Walqui (2018), Director of the Teacher Development Program at WestEd, asks educators to shift from “teaching” to **“offering students quality opportunities to learn.”** She advocates that educators maintain high expectations for all learners, and are ready and able to provide evidence of the high levels of support that match those high expectations. Szpara and Ahmad (2007) also emphasize the need to have high expectations for all learners and to demonstrate a willingness to help learners overcome barriers. Hammond (2015) called for educators to become **warm demanders**: “Your job is to find a way to bring the student into their zone of proximal development while in a state of relaxed alertness so that they experience the appropriate cognitive challenge that will stimulate their neurons and help their dendrites grow”<sup>5</sup>. **Just because learners are learning a language does not mean they cannot tackle critical thinking activities and complete work that holds interest for them, if learning is scaffolded.**

Hammond (2015) summed up the need for high expectations coupled with rigorous content and complemented by a supportive environment, by stating, **“To empower dependent learners and help them become independent learners, the brain needs to be challenged and stretched beyond its comfort zone with cognitive routines and strategy”**<sup>6</sup>. Closing “the achievement (or opportunity) gap” does not happen by trying to better motivate learners. Rather, inclusive educators focus on planning highly scaffolded and rigorous learning opportunities that match the needs and interests of learners. The scaffolds are removed as the learners progress and as they demonstrate use of the strategies that they have learned. The learners are aware of the targets they are trying to reach and why they are important.

Learners’ success requires more than their grit and perseverance. **Culturally responsive educators who scaffold, model, and support while affirming backgrounds and funds of knowledge, and who fully and openly expect that learners will achieve, can change trajectories of success.**

### STRENGTHS-BASED

Find out what learners can do, and what they already know, and use it to build. Ensure that learners can use and access their skills and knowledge to show you what they know. This is what Arnett (2013) calls a “shift in focus from a deficit-premised label to an inclusive and optimistic portrait of a learner.”

### POWERFUL PURPOSES and RIGOUR

Higher-order thinking tasks increase academic motivation and academic success. All language learners, including those who have gaps in schooling, need cognitively rigorous tasks and educators with high expectations. Provide scaffolds until no longer necessary, ensuring that learners know that you believe they can and will progress.

<sup>5</sup> Zaretta Hammond, *Culturally Responsive Teaching and The Brain*, p. 98.

<sup>6</sup> Zaretta Hammond, *Culturally Responsive Teaching and The Brain*, p. 49.

## 7. Language learning must be embedded in authentic tasks that engage learners in a meaningful and personalized manner.

The emphasis in additional language learning for newcomers and others in New Brunswick is on **communication in authentic contexts**. Communication, a key global competency, does not refer solely to oral production and interaction, but also to written production and interaction. While a theme or topic may be presented orally, reading and writing will follow almost immediately. **Each skill (oral production, reading comprehension, etc.), must be intentionally taught, modelled, practiced and supported.** Language learners of all ages appreciate lessons and activities that connect to their interests and to the real world. In the beginning stages of learning, what is most authentic and meaningful is language that will support basic survival in school and community.

Because language is a tool for communication, not simply an object of study, learners need to engage in authentic tasks that are relatable and connect to objectives that are purposeful and practical. The CEFR's action-oriented approach encourages the use of tasks that have communicative value and link to a Can-Do objective.

*The motivation to communicate is enhanced through having a genuine purpose: “a task to be accomplished, a problem to be resolved, an obligation to be fulfilled, or an objective to be achieved.”<sup>7</sup>*

Pedagogical frameworks such as Universal Design for Learning (UDL) also advocate for **meaningful connections to students' lives**. In a language classroom, personalization means linking to cultural and linguistic backgrounds of the learners. Authentic tasks and authentic texts are those that not only relate to the interests of the particular age-group, but also to the unique backgrounds of individual learners.

Finally, when considering empowering ideas such as **authenticity and personalization**, educators also need to keep in mind the language proficiency of the learners. **A learner can only be engaged if the tasks are comprehensible and appropriate for where they are in the language learning journey.** Careful scaffolding will support learners' engagement in authentic and relevant activities and tasks when they are at the lower end of the proficiency scale. For example, the use of engaging visuals and realia (actual tangible objects) ensures that learners at all levels of proficiency see themselves, their communities and their world represented in their language classroom.

### THEME-BASED

Use themes with ELLs as they “... create meaningful conceptual frameworks... support the comprehensibility of instruction... create student interest, motivation, involvement and purpose” (Peregoy and Boyle, 2005, p. 93).

### CULTURALLY RELEVANT

Our “ways of knowing and being” influence how we interpret everything. Using a variety of instructional strategies, and incorporating relevant materials, is not only engaging, but necessary.

<sup>7</sup> Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching and Assessment* (Cambridge University Press: London, 2001), p. 10.

## 8. Language learning is a personal journey that requires learner investment over time.

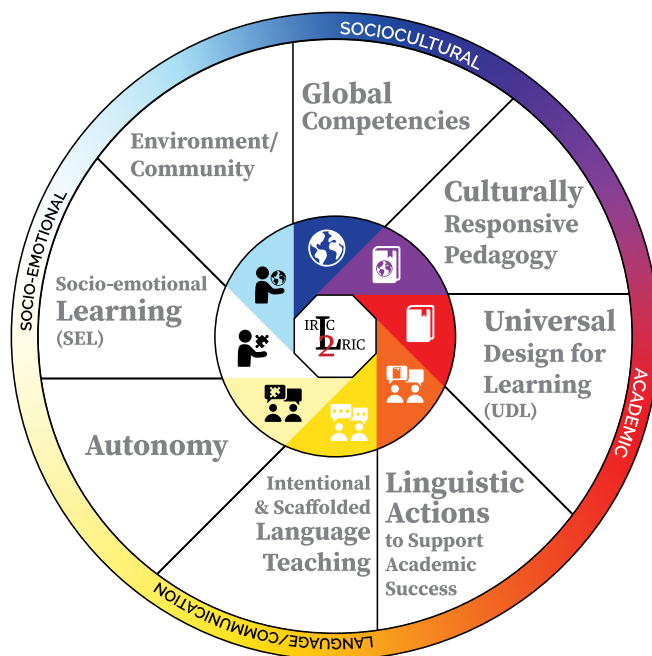
Learners who are invested in language learning on a personal level are successful. Language learning takes time, energy, motivation and requires support. In the [Strategies to Support Diverse Learners](#) framework, all aspects of learning are taken into consideration when looking at learner success. This framework outlines pedagogical elements, socio-emotional components, community and environmental considerations, as well as autonomous learning principles.

Because language is a tool for communication, not simply an object of study, learners need to engage in authentic tasks that are relatable and connect to objectives that are purposeful and practical. The CEFR's action-oriented approach encourages the use of tasks that have communicative value and link to a Can-Do objective.

Remembering that each learner brings resources to the language learning environment can be a starting point for facilitating engagement. Motivation to learn a new language can be enhanced if learners know their identities are valued and their stories are included. Bonnie Norton has argued for an expansion of the idea of motivation to “investment,” as learners have “complex identi[ties], changing across time and space, and reproduced in social interaction. **An investment in the target language is in fact an investment in the learner’s own identity**”<sup>8</sup>.

The CEFR highlights the development of autonomy as a necessary part of successful language learning. David Little (2006) notes that “The development of autonomy in language learning is governed by three basic pedagogical principles: learner involvement ... learner reflection ... and appropriate target language.” Keeping this in mind and harkening back to some of the previous value statements, **educators must focus on creating an environment where learners are involved in using the language in authentically and personally meaningful ways.**

**Meaningful reflection**, modelled and expected in the language classroom, empowers learners to set goals and track progress as part of their personal language learning journey. This action reinforces the need for personal investment in the process. For learners who are globally competent in the skills of self-awareness and self-management, this will propel growth not only in language, but in other pursuits, as well.



### POWERFUL PURPOSES and RIGOUR

Higher-order thinking tasks will increase academic motivation and academic success. All language learners, including those who have gaps in schooling, need cognitively rigorous tasks and educators with high expectations. Provide scaffolds until no longer necessary, ensuring that learners know that you believe they can and will progress.

<sup>8</sup> Bonny Norton, B. and Yihong Gao, “Identity, investment, and Chinese learners of English,” *Journal of Asian Pacific Communication*. 18, 1 (2008): p. 110.

<sup>9</sup> David Little, “The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact,” *Language Teaching*. 39, 3 (2006): pgs. 167–190.

# Appendix A: New Brunswick Global Competencies and English as an Additional Language



The New Brunswick Global Competencies are defined as sets of overarching attitudes, skills, and knowledge that can be interdependent, interdisciplinary and apply in a variety of contexts, both locally and globally. Learners will need these competencies to reach their full potential and to face complex challenges now and in the future.

The New Brunswick Global Competencies are clearly expressed within the context of the current kindergarten to Grade 12 curriculum. See below for some examples.

## CRITICAL THINKING AND PROBLEM SOLVING

Learners develop *critical thinking and problem solving* in English as an Additional Language classes by:

- building awareness of the strategies and processes they use to construct meaning in English and in New Brunswick content classrooms; and,
- identifying and demonstrating awareness of the norms for intercultural communication and social and academic success in New Brunswick.

## INNOVATION, CREATIVITY, AND ENTREPRENEURSHIP

Learners demonstrate *innovation*, develop *creativity* and foster their *entrepreneurial* spirit in English as an Additional Language classes by:

- demonstrating intercultural curiosity and initiative;
- using writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and,
- using their imagination.

## SELF-AWARENESS AND SELF-MANAGEMENT

Learners develop and demonstrate an understanding of what it means to be *self-aware and self-managed* in English as an Additional Language classes by:

- building awareness and the use of New Brunswick norms for success;
- considering issues and experiences from a range of viewpoints, exploring their own identities and values, sharing their languages, and reflecting on the bonds they share with humanity;
- taking responsibility for their own learning; and,
- developing a habit of reading in English for both entertainment as well as information.



## COLLABORATION

Learners work *collaboratively* with their peers and educators in English as an Additional Language classes by:

- expressing their likes/dislikes, opinions, feelings, understandings and values;
- cooperating and working effectively with others; and,
- interacting in both leadership and supporting roles in a range of situations.

## COMMUNICATION

Learners *communicate* in English as an Additional Language classes by:

- using talk, writing and other ways of representing to express, clarify and reflect on their thoughts, ideas, experiences, and to consolidate their learning;
- listening, reading and viewing a range of texts to understand; and,
- using their developing languages effectively in a variety of communication situations.

## SUSTAINABILITY AND GLOBAL CITIZENSHIP

Learners demonstrate an understanding of *sustainability and global citizenship* in English as an Additional Language classes by:

- developing a sense of bi- or multi-cultural identity and sharing their understanding of culture and language;
- considering issues and experiences from a range of viewpoints, exploring their own identities and values, reflecting on the bonds they share with humanity; and,
- participating respectfully and effectively in groups with diverse language and cultural backgrounds.

# Appendix B: Pedagogical Practices that Support English Language Learning

## BALANCED LITERACY

Not only are writing and reading inextricably connected, oral language and overall literacy is co-dependent. Coelho (2012) notes: “Oral language provides the foundation for literacy development. ELLs need daily opportunities to learn and practice oral English in order for their literacy skills to flourish” (p. 229). English language learners should have time every day, in a supportive, scaffolded environment, to work on their listening, speaking, reading and writing skills.

## BACKGROUND KNOWLEDGE

Instruction must explicitly activate learner’s prior knowledge. “To learn new content or skills, the brain figures out where to make connections to what we already know so that we “get it.” We have to determine what students already know and understand how they have organized it in their schema” (Hammond, 2015, p. 49).

## ACTION-ORIENTED

Language is action. Educators must demonstrate what to do, several times, allow learners time to practice, with support, and then let them try it on their own. Piccardo (2010) calls this the “action-oriented approach”: authentic use of language during communicative tasks.

## VOCABULARY DEVELOPMENT

“Research indicates that one of the biggest factors influencing the discrepancy between the reading performance of native English speakers and that of ELLs is English language vocabulary knowledge...” (Coelho, p. 311).

## POWERFUL PURPOSES and RIGOUR

ELLs must be enabled to use language for what Jim Cummins (2015) calls “powerful purposes” (p. 8). “Powerful uses of language make a social impact and are identity-affirming for the student” (p. 8). Higher-order thinking tasks will increase academic motivation and academic success. All language learners, including those who have gaps in schooling, need cognitively rigorous tasks and educators with high expectations. Provide scaffolds until no longer necessary, ensuring that learners know that you believe they can and will progress.

## ENVIRONMENT

Providing a safe, inclusive classroom environment is imperative for maintaining a positive affective climate and for affirming identity. Cummins (2015) asserts: “...effective teaching for ELLs must go beyond a simple focus on teaching students the language... equally relevant for many students is instruction that aims to counteract both the negative consequences of socio-economic variables and the devaluation of student and community identity experienced by marginalized social groups” (p. 25).

## **SOCIAL-EMOTIONAL LEARNING**

Learning requires emotional engagement (Puchta, 2011, p. 1). Affirm identities. “Show appreciation for students’ native language, especially the proverbs and adages...” (Hammond, p. 86).

## **STRENGTHS-BASED**

Find out what learners can do, and what they already know, and use it to build. Ensure that learners can use and access their skills and knowledge to show you what they know. Partial competency in languages is valid. This is what Arnett (2013) calls a “shift in focus from a deficit-premised label to an inclusive and optimistic portrait of a learner.”

## **THEME-BASED**

Use themes with ELLs as they “...create meaningful conceptual frameworks... support the comprehensibility of instruction... create student interest, motivation, involvement and purpose” (Peregoy and Boyle, 2005, p. 93).

## **CULTURALLY RELEVANT**

“Culture is the way that every brain makes sense of the world” (Hammond, 2015, p. 22). Our “ways of knowing and being” influence how we interpret everything. Using a variety of instructional strategies, and incorporating relevant materials, is not only engaging, but necessary.

## **BALANCED ASSESSMENT**

Peregoy and Boyle (2005) advocate for assessment “based on observations of students as they engage in authentic learning tasks... in a variety of situations, using a variety of instruments” (p. 113). Ensure that assessment is regular, multi-faceted and, ideally, co-constructed.

## Appendix C: Complementary Resources

- [EAL Curricula](#)
- [EAL Portfolio](#)
- [Strategies for Success for Diverse Learners](#)
- [Intentional Second Language Teaching – Video Series](#)
- [Tips for Supporting Multilingual Language Learners in Off- and Online Learning Environments](#)
- [Portal ONE pages \(EAL K-12, Sharing Site for EAL Teachers, Support for Home Learning\)](#)
- [Learn at Home \(EECD\)](#)



## Appendix D: Glossary

<b>CEFR</b>	Common European Framework of Reference for Languages. Often called the CFR (Common Framework of Reference) as it is has been used internationally now for many years.
<b>EAL</b>	English as an Additional Language: Learners who are working on EAL have literacy and learning strategies in one or more other languages.
<b>ELD</b>	English Literacy Development: Learners who are working on ELD are still acquiring literacy and numeracy skills in their first language while learning English.
<b>ELLs</b>	English Language Learners: those who are learning English as an additional language.
<b>Emergent bilinguals</b>	English language learners who have already acquired, or who are acquiring, literacy and numeracy skills in their first language.
<b>Funds of knowledge</b>	Collections of knowledge that learners embody because of their unique cultural backgrounds and experiences; these may or may not apply directly to classroom experiences.
<b>Identity affirmation</b>	The practice of intentionally noticing and acknowledging the unique aspects of individual identities (Hammond, 2015).
<b>Inclusion</b>	Inclusive education is the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centred on the best interest of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community (Policy 322).
<b>Interpersonal</b>	Relating to relationships or communication between people (Oxford Online Dictionary).
<b>Intrapersonal</b>	Taking place or existing within the mind (Oxford Online Dictionary).
<b>Linguistic scaffolds</b>	Supports that educators or peers use to make content more linguistically accessible. This has also been referred to as actions educators take to make the content comprehensible (understandable) at different levels of language. Examples include warm-ups, sentence frames, anchor charts, visuals, grouping, translation).
<b>Macro-culture</b>	Dominant culture (regional or national).
<b>Microaggressions</b>	Intentional or unintentional acts, insults or nonverbal communication that happen everyday and communicate negative or hostile messages.



<b>Micro-culture</b>	A distinctive culture shared by a small group that is often based on location or within an organization (Open Education Sociology Dictionary).
<b>Migrant/ immigrant</b>	a person who moves from one place to another, especially in order to find work or better living conditions (immigrant is the commonly used term in North America, whereas migrant is more common in Europe)
<b>MLL</b>	Multilingual Language Learner: Learners who are working on building skills in an additional language (i.e., English) but possess competency in one or more other languages. Some prefer this term to EAL as they believe it to be a more strengths-based view of a multilingual learner, rather than noting (only) that they are working on learning English.
<b>Newcomer</b>	A newcomer learner is one who has arrived in Canada within the previous three years. They may be a Canadian citizen, an exchange student, a permanent resident, a refugee claimant or asylum seeker, a temporary resident, or the child of someone with diplomatic status.
<b>Plurilingualism</b>	Plurilingualism is the celebration of the ability of a person who has competence in more than one language, to be able to draw on whichever language fits the situation best. Plurilingualism recognizes that an individual may switch from language to language according to the situation. Therefore, a multilingual person is afforded a way of understanding the world and its many cultures through languages; the gap between people and cultures is minimized. This valuing of plurilingualism adds to learners' sense of safety and belonging in the classroom, which will in turn boost their achievement in the learning of the additional language.
<b>Refugee</b>	A person who has been forced to leave their country to escape war, persecution, or natural disaster.
<b>Scaffolds</b>	Temporary supports provided to, or strategies that enable, learners to meet or exceed expectations; they are provided when necessary and removed when no longer necessary. In a language classroom, scaffolds are often embedded in the Gradual Release of Responsibility model, which may look like this:  <b>I do / we do, full group / we do/ partners / you do, with support / you do</b>
<b>Social cohesion</b>	The process of maintaining social order through mutual understanding, respect, equal opportunities, and fair access to social resources in society" (Egbo, 2019).
<b>Spiralling instruction</b>	This instructional technique is based on the idea that learners learn more each time a concept or topic is reviewed.

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