Characteristics of Early Years EAL Learners

Characteristics of an Early Years EAL Learner Exiting Stage 1

General Characteristics

- Has limited understanding of English
- May be emerging from a silent period
- Uses first language and interlanguage frequently
- May not be familiar with classroom and playground routines and expectations in Manitoba

Learner Tasks

- Follows simple classroom routines
- Shares some personal information using simple words and simple phrases
- Responds non-verbally and begins to respond verbally to simple commands, statements, and questions
- Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)
- Is beginning to construct meaning from simple texts through print features
- Imitates and copies from a peer model
- Recognizes and prints letters of the alphabet
- Can listen, nod yes/no, move, point, finger-play, colour, repeat, copy, draw, demonstrate, show and tell, mime, use puppets, manipulate objects, cut and paste, and create 3-D objects

Teaching Approaches

- Access prior knowledge and experiences
- Make connections with family, home, interests
- Make language real with visuals, realia, multisensory support, and multimedia
- Provide explicit explanations and explicit language teaching
- Provide frequent opportunities for peer-to-peer interaction
- Model language, process, and product
- Give sufficient time to complete language-based tasks

Use various teaching strategies (e.g., Total Physical Response [TPR], Language Experience Approach [LEA], hands-on projects, singing, chants, teacher read-aloud, guided reading and writing, and peer language "buddy")

Characteristics of an Early Years EAL Learner Exiting Stage 2

General Characteristics

- Can understand conversational and some academic English
- Has acquired a vocabulary of key words and phrases related to familiar and everyday topics
- May rely on drawings or other visuals to convey much of the meaning
- Uses first language to gain a greater understanding of new concepts

Learner Tasks

- Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors
- Produces simple texts for a specific audience
- Writes in simple sentences with frequent grammatical errors
- Constructs more meaning from basic texts when it is accompanied by visuals, which activate prior knowledge/experience
- Can select, state, label, name, list, sort, complete, assemble cut-up sentences and stories, role-play, engage in readers' theatre, create a web, and complete sentence starter

Teaching Approaches

- Access prior knowledge and experiences
- Provide explicit explanations and explicit language teaching
- Offer teacher support and scaffolding for learner success
- Model language, process, and product
- Provide frequent opportunities for peer-to-peer interaction
- Give extra time to complete English language-based tasks
- Stage 1 approaches plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading, flexible reading groups (?)

Characteristics of an Early Years EAL Learner Exiting Stage 3

General Characteristics

- Displays competence in day-to-day and academic communication
- Makes occasional grammatical and vocabulary errors
- Intended meaning is not always clear on the first try
- Can often derive meaning of new words from spoken and printed contexts.
- Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies
- Can engage with grade-level subject-area content with occasional assistance.
- Is able to use a growing range of grade-appropriate academic vocabulary
- May require continued support with complex academic language tasks, such as reading word problems.

Learner Tasks

- Communicate in new social settings
- Write to record personal experience and thoughts
- Compose a text of several connected sentences on a personal or experiential topic using basic punctuation.
- With scaffolding, engage in grade-level subject-area texts and tasks
- Can describe, retell, summarize, compare, write creatively, peer edit, takes leadership in group task
- Approaching age-appropriate use of standard English

Teaching Approaches

- Access prior knowledge and experiences
- Pre-teach content vocabulary
- Provide assistance to learner when choosing appropriate reading material
- Continue to model
- Continue to give extra time and scaffolding to complete language-based tasks as needed

Characteristics of Middle Years Learners

Characteristics of a Middle Years EAL Learner Exiting Stage 1

General Characteristics

- ☐ Can understand and use a limited number of words, simple phrases, and short sentences on personal topics.
- ☐ May be emerging from a silent period
- ☐ Uses first language and interlanguage frequently
- ☐ May consult language peers frequently
- ☐ May not be familiar with school routines and expectations in Manitoba

Learner Tasks

- ☐ Can follow simple classroom routines
- ☐ Can share some personal information using simple words and simple phrases
- ☐ Responds non-verbally and begins to respond verbally to simple commands, statements, and questions
- ☐ Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs)
- ☐ Begins to construct meaning from texts through print features
- ☐ Can recognize and print letters of the alphabet
- ☐ Can engage with modelled simple sentence structures with appropriate lists of words and grammatical structures provided (i.e., students are actually arranging the words in a sentence to make meaning)

Teaching Approaches

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

Characteristics of a Middle Years EAL Learner Exiting Stage 2

General Characteristics

- ☐ Can follow and initiate, with considerable effort, simple conversations on familiar topics.
- ☐ Can understand key words, phrases, and simple sentences on personal topics and familiar academic topics.
- ☐ Beginning to understand academic language with visuals and other supports
- ☐ Uses first language to access prior knowledge and to gain a greater understanding of new concepts.

Learner Tasks

- ☐ Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors
- ☐ Writes in simple sentences with frequent grammatical errors
- ☐ With scaffolding, writes simple paragraphs on familiar personal topics.
- ☐ Constructs more meaning from basic texts when it is accompanied by visuals to activate their prior knowledge/experience

Teaching Approaches

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

Characteristics of a Middle Years EAL Learner Exiting Stage 3

General Characteristics

- ☐ Can follow and manage with ease conversations on personal and familiar academic topics.
- ☐ Makes frequent errors of grammar and word order, which occasionally obscure meaning
- ☐ Has some difficulty comprehending and producing complex structures and academic language
- ☐ Understands and engages with more complex academic content
- ☐ Able to use some general academic vocabulary in scaffolded contexts
- ☐ May continue to draw on their prior languages to support learning in English

Learner Tasks

- ☐ Can read simplified materials independently and is able to read grade-appropriate materials if given appropriate supports (e.g., key visuals, pre-reading questions, guided reading)
- ☐ Beginning to derive meaning of new words by a variety of strategies.
- ☐ With scaffolding, produces simple paragraphs on academic topics
- ☐ Attempts to use a variety of resources to meet various language demands

Teaching Approaches

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

Characteristics of a Middle Years EAL Learner Exiting Stage 4

General Characteristics

- ☐ fluent in day-to-day communication
- ☐ can communicate in new and unfamiliar social and school settings
- ☐ has a wide range of vocabulary in social and grade-appropriate academic contexts
- ☐ has occasional difficulty with idioms, figures of speech, words with multiple meanings
- ☐ has occasional difficulty with complex structures and abstract academic concepts
- ☐ has considerable accuracy in terms of structures, vocabulary, and overall organization of texts and communication
- ☐ makes occasional structural and lexical errors which do not obscure meaning

Learner Tasks

- ☐ Uses appropriate resources to meet various language demands
- ☐ Locates and identifies information within a text and apply it in a variety of ways (e.g., written form, presentation/debate, discussion)
- ☐ With preparation and occasional support, reads and comprehends a wide variety of subject-area texts at near grade level
- ☐ Generates a wider variety of texts with near grade level complexity and coherence
- ☐ Uses appropriate resources to meet various language demands

Teaching Approaches

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

Characteristics of Senior Years Learners

Characteristics of a Senior Years EAL Learner Exiting Stage 1

General Characteristics

- Can understand and use a limited number of words, simple phrases, and short sentences on topics of personal relevance
- Engages with texts such as short monologues or dialogues on familiar everyday topics
- Demonstrates long pauses and is often silent
- Pronunciation may impede communication
- May translate or consult language peers frequently
- Derives meaning from illustrations and graphics
- Has limited sound/symbol correspondence in writing (phonics, spelling)
- Writes brief answers/ responses to questions about familiar topics with extra prompts
- Demonstrates basic familiarity with the simple present and simple past tenses
- May not be familiar with school routines and expectations in Manitoba

Learner Tasks

- Can produce simple instructions (2–7 words long)
- Able to name concrete objects
- Imitates formulaic expressions

Characteristics of a Senior Years EAL Learner Exiting Stage 2

General Characteristics

- Communication is face-to-face or audio-visual mediated
- Can understand simple, concrete words, phrases, and sentences
- Can follow, with considerable effort, simple formal and informal conversations and other listening texts on topics of immediate personal relevance at a slower to average rate of speech
- Often requires or requests repetition and assistance (e.g., modified speech, explanations)
- Pronunciation may impede communication
- Uses first language to gain a greater understanding of new concepts
- Functions best in relatively concrete situations
- May be reluctant to speak
- May make grammatical, lexical, or mechanical errors that diminish or obscure meaning

Learner Tasks

- Can understand and produce short texts on familiar, everyday topics
- Copies material accurately
- Uses repetitive language
- Makes connection with background knowledge/experiences and new information to generate personal and content-area text with support

Characteristics of a Senior Years EAL Learner Exiting Stage 3

General Characteristics

- Participation in social and academic contexts must be routine and familiar
- Can handle simple structures with some complexity
- Grammar errors are frequent
- Demonstrates a common everyday vocabulary with a limited number of idioms
- Making transition to abstract/complex content structures
- Moving from single statements to a series of sentences

Learner Tasks

- Begins to use subject-area vocabulary
- Beginning to produce simple paragraphs abut subject-area topics
- Capable of producing introductions and summaries
- Beginning to reproduce text for visual representation (e.g., illustrate characters, timeline, collage, graph)
- Demonstrates a growing awareness of audience, content, purpose, form, and context

Characteristics of a Senior Years EAL Learner Exiting Stage 4

General Characteristics

- Able to interpret and produce a range of moderately complex and less demanding near-grade-level subject-area texts
- Demonstrates increased use of content-specific and academic vocabulary
- Increases self-monitoring and editing of language
- Rate of speech slow to average
- Content moderate to demanding

Learner Tasks

- Can summarize or comment on (respond to) a written/oral/visual text
- Uses a variety of sentence structures, including compound and complex sentence structures including embedded-reporting structures
- Uses an expanded inventory of concrete subject area, general academic, and common idiomatic language
- Can produce abstract material/ thoughts
- Can perform moderately to complex near-grade appropriate writing tasks
- Can convey familiar information using familiar formats
- Can formulate introductions to a range of text structures
- Beginning to use multiple sources
- Beginning to include information from other texts and sources
- Can summarize and paraphrase using more than one source
- Able to select format to combine written text with visual representation

Characteristics of a Senior Years EAL Learner Exiting Stage 5

General Characteristics

- able to interpret and produce a range of complex and demanding grade-level and subject-area texts
- may have difficulty with idiomatic or regionally accented speech
- can follow formal and informal conversations at a average rate of speech
- occasionally makes pronunciation, grammar, and word omission errors, but meaning is generally clear; meaning is rarely impeded
- demonstrates good control over sentence structures, patterns, and coordination of spelling and mechanics
- content demanding, grade level-subject appropriate

Learner Tasks

- can understand sufficient vocabulary, idioms, and colloquial expressions to follow detailed stories and texts of general popular interest or subject area-specific
- can follow clear and coherent instructions, texts, and directions
- communicates effectively in practical, academic, and social environments in a range of demanding and complex routines and situations
- can understand and engage with concrete and abstract topics in grade-appropriate sustained texts
- can participate in classroom discussions and activities with little support (one-on-one and group settings)
- can perform with ease most grade-subject appropriate complex writing tasks
- uses idioms appropriate to audience
- uses multiple sources to summarize and paraphrase
- can self-monitor and repair errors

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Characteristics of Senior Years Learners (continued)

Characteristics of a Senior Years EAL Learner Exiting Stage 1	Characteristics of a Senior Years EAL Learner Exiting Stage 2	Characteristics of a Senior Years EAL Learner Exiting Stage 3	Characteristics of a Senior Years EAL Learner Exiting Stage 4	Characteristics of a Senior Years EAL Learner Exiting Stage 5
Teaching Approaches ☐ Provide assistance to help learner understand (e.g., modified speech, gestures, translation, demonstration, A/V cues, tone of voice) ☐ Provide explicit explanations and explicit language teaching ☐ Offer teacher support and scaffolding for learner success ☐ Give sufficient time to complete language-based tasks	**Teaching Approaches** ☐ Provide extensive support with content and academic language ☐ Provide explicit explanations and explicit language teaching ☐ Offer teacher support and scaffolding for learner success ☐ Give sufficient time to complete language-based tasks	**Teaching Approaches** ☐ Provide explicit explanations and explicit language teaching ☐ Offer teacher support and scaffolding for learner success ☐ Give sufficient time to complete language-based tasks	**Teaching Approaches** ☐ Provide explicit explanations and explicit language teaching ☐ Offer teacher support and scaffolding for learner success ☐ Give sufficient time to complete language-based tasks	**Teaching Approaches** ☐ offer teacher support and scaffolding for learner success ☐ give sufficient time to complete language-based tasks