


Administrative Procedures 220	
English as an Additional Language (EAL)	
	Adopted: June 28, 2012 Amended: June 12, 2015
	External References: <ul style="list-style-type: none"> • Education Act: Sections 87, 109, 176

Background

When teaching English as an Additional Language (EAL) students it is important to remember and think about the following statements:

- Supported integration of EAL learners into age-appropriate classes is the ideal. EAL students cannot afford to wait until they have fully mastered the language to pursue their development in other spheres.
- In the course of learning a new language, comprehension often precedes production. Beginner EAL students may initially be silent for a period, as they listen and internalize. EAL students learn English better when there is a meaningful and purposeful context for communication and a holistic approach to instruction is used. Research and experience have shown that studying language in bits and pieces is not very effective.
- The principles of learning that have been identified for all students apply to EAL students. These are:
 - Learning requires the active participation of the student.
 - People learn in a variety of ways and at different rates.
 - Learning is both an individual and a group process.

Learning a new language does not require an individual program with an educational assistant. There may be a small portion of the day that the student may receive individual instruction, review and/or practice from a classroom teacher, resource room teacher, peer, computer or an educational assistant.

Procedures

1. Accessing Supports
 - 1.1 Review cumulative file, if available, for information on previous programs and assessments.
 - 1.2 Review and implement strategies from the English as an Additional Language (EAL) Handbook (Welcoming EAL Learners to Sun West).