

ENGLISH AS AN ADDITIONAL LANGUAGE

Background:

The Division recognizes its responsibility to provide support and instruction to English as an Additional Language (EAL) students as they work toward English language proficiency.

Definitions:

Communicative Competence:

is the ability to understand and use language effectively to communicate in a wide variety of contexts and for a variety of purposes. Students who have developed communicative competence demonstrate control over grammar, vocabulary (conversational and academic), turn-taking skills, timing and directness, and the ability to use one's voice and body language in culturally and socially acceptable ways. A student's communicative competence can be divided into four competency areas: linguistic, strategic, socio-linguistic and discourse.

English as an Additional Language (EAL) Student:

is a student who requires programming to help them learn English in order to achieve grade-level expectations in English and other subject areas. They also require support to connect Canadian cultural values, customs and social expectations to their own.

Multi-language Learner (MLL):

is a student who first learned to speak, read and/or write a language other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in Alberta schools. MLLs may have recently immigrated to Canada or may have been born in Canada and live in homes in which the primary spoken language is not English.

Procedures:

1. EAL funding may be claimed for students who require additional English language supports and instruction.
 - 1.1. Documentation of an assessment, conducted within the past five years, that confirms the need for additional English language supports shall be kept in the student record.
 - 1.2. Students eligible for EAL funding must be coded either:
 - 1.2.1. Foreign born (code 301); or
 - 1.2.2. Canadian born (code 303).
 - 1.3. The funding allocation for EAL will be calculated based on the EAL Grant Weighted Moving Average (WMA) FTE enrolment.
2. Annual assessment documentation supporting the EAL coding and funding shall be retained in the student record.

- 2.1. Benchmarking, the EAL Funding Form and the EAL Student Benchmarking Tracking Summary—see [EIPS EAL Assessment Protocol](#) (Appendix 211-A)—shall be completed annually by the school and stored in the student record.
- 2.2. Benchmarking finalized in May or June may be used to establish language learning targets for the following school year.
- 2.3. If benchmarking is not conducted at the end of the previous school year, it must be completed by November 30 of the current school year.
3. If a student has reached their five-year cap for EAL funding as determined by Alberta Education, but still requires support and/or accommodations for Provincial Achievement Tests and Diploma exams, code 301 or 303 shall remain, and annual benchmarking completed.
4. When the student has reached grade-level communicative competence and no longer receives EAL programming, the code shall be removed.
5. For information regarding funding, coding, assessment and programming for EAL students, refer to the [EIPS EAL Assessment Protocol](#) (Appendix 211-A), [Guide to Education: ECS to Grade 12](#), [Funding Manual for School Authorities](#), and [Supporting English as an Additional Language Learners](#).
6. EAL programs may also be developed for students who do not speak English when entering a school, but do not qualify for EAL funding as defined by Alberta Education.
7. EAL students enrolled in outreach (code 630), distance education (code 621) or online programs (code 620) are exempt from EAL funding.

Reference:

Section 3, 17(1), 19, 52, 53, 56, 196, 197, 222 *Education Act*
Funding Manual for School Authorities
Guide to Education: ECS to Grade 12

[Appendix 211-A: EIPS EAL Assessment Protocol](#)