ENGLISH AS A SECOND LANGUAGE

Background

English as a Second Language (ESL) programming allows students the opportunity to be successfully integrated into the classroom.

Procedures

1. The establishment of procedures for assessing the needs of ESL students is required in order to provide appropriate programming and assistance.

    1.1   Students who may require English language assistance will be referred to the principal by the parent or teacher.

    1.2   The principal will employ the ESL Benchmarks to document students progress on language proficiency development over time. ESL Benchmarks support teachers in assessing language proficiency, communicating with students and parents, and planning explicit language instruction.

    1.3   In the application of the identification criteria there is to be a consensus among all the stakeholders (student, parent, teacher, principal) regarding the identification of an English as a Second Language student.

    1.4   Students receiving ESL programming will be placed in an age appropriate setting.

2. The provision of appropriate curriculum and instruction is necessary for the preparation of ESL students for integration into the school and community environment.

    2.1   English as a Second Language (ESL) programming is for students who require special assistance in learning English as a second language.

    2.1.1   The programming will address the linguistic, cultural and academic needs of ESL students.

    2.1.2   The student's language and culture will be supplemented but not replaced, thus encouraging understanding and respect across cultures.

    2.2   The goals of ESL programming will be to:

    2.2.1   Maintain and develop a sense of self-worth in ESL students.

    2.2.2   Prepare ESL students to study and work where English is the language of communication.

    2.2.3   Provide ESL students with an orientation to the cultural and social environment of the school and community while maintaining pride in their linguistic and cultural heritage.

    2.3   The content taught will be consistent generally with the content prescribed in the Programs of Study.

2.4   Integration rather than assimilation of the ESL student is to be the focus of content so that the maintenance of the mother tongue and native culture remain in order to better enhance self-worth through self-identity of the ESL student.

2.5   The content will respond to the diverse needs of the ESL students arising from different learning styles, cultural backgrounds and educational experiences.

2.6   An understanding and appreciation of the various cultures represented in the school and the community is to be reflected in the programming.

3. Effective program planning is essential to the successful instruction of ESL students.

3.1   The program must demonstrate the planning of instruction as evidenced in daily, unit and long range plans (Instructional Support Plan).

3.2   Lesson and unit plans are to clearly indicate student objectives, content, teaching strategies, learning resources, assignments and a variety of evaluation procedures and techniques.

3.3   Instructional plans are to indicate articulation between ESL instruction and other subject instruction.

3.4   Instructional plans shall specify learning opportunities to foster rapid integration of ESL students into the regular school program and community environment.

4. Appropriate instructional strategies are required for effective program implementation.

4.1   The ESL instructional strategies will address the development of the communication strands and the learning of skills and concepts in accordance with the Programs of Study.

4.2   ESL students are to be exposed to various communication models that are meaningful, useful and relevant to the students.

4.3   Instructional strategies will integrate into all areas of classroom curriculum those relevant cultural experiences that reflect the student's heritage.

4.4   Appropriate feedback procedures for the monitoring of student progress are to be employed.

4.5   The program must strive to ensure that sufficient language models by teachers, peers and other sources are provided.

4.6   Instructional strategies may include community involvement.

4.7   Instructional strategies are to encourage a positive and productive student-student interaction.

5. The provision of appropriate resources is essential to the successful integration of ESL students into the school and community environment.

5.1   The Principal will access the human and material resources required to facilitate successful integration of an ESL student into the school and community.

Reference: Section 3,11,17,18,33,52,53,197,222 Education Act
                    Funding Manual for School Authorities
                    Guide to Education ECS to Grade 12
                    Standards for Special Education

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