



مدرسة جليندال انترناشيونال

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# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) FOR THE LEARNERS

POLICY 2025-2026

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## INTRODUCTION

The purpose of this document is to provide policy guidelines to schools in delivering English As An Additional Language (EAL) services. These guidelines provide a basis for consistency, quality, and equity while allowing for flexibility in delivering EAL services.

Across Glendale International School, to promote equity of EAL services, there is a need for consistent provincial policy and guidelines to:

- Set parameters in providing EAL services
- Establish provincially consistent language
- Recognize the need for flexibility in delivery
- EAL services aim to facilitate student success and inclusion in school and society

## DEFINITION

EAL students who attend English language programs to acquire English language proficiency. The EALs must meet all the standards and requirements that other students in schools must meet. The EAL team aims to empower students to learn the English skills necessary to function academically, thrive socially, and grow as multilingual global citizens. We guide students in strengthening language skills that will guide them in their journey towards accessing the mainstream curriculum.

## OBJECTIVES OF EAL

EAL objectives may vary depending on the program or country in which a student is learning English. However, at the heart of EAL stands the same goal — to prepare students English skills as quickly and proficiently as possible. In addition, the objective is so that students can not only excel in academics but can also partake in social activities and have the ability to communicate with their peers and teachers.

## EAL POLICY RATIONALE

Glendale International School is a diverse society. People from all parts of the globe offer to our province's social, cultural, and linguistic fabric. This diversity is mirrored in our schools' population, both in the contributions made and the unique needs that must be addressed. The primary goal of the Glendale International School system is student success through intellectual, social-emotional, and career development.

EAL services enable students whose primary language or home languages are other than English to develop their potential within Glendale International School's school system. In addition, some students who speak variations of English that differ significantly from the English used by native society may need similar services to access the curriculum.

## **GUIDELINES:**

Glendale International School has started to provide EAL services since the beginning of the academic year 23-24 (our first year). These services have grown in magnitude and complexity to match increasing numbers of students and shifting immigration patterns. EAL services, therefore, focus on teaching English and providing an orientation to the societies and cultures of Glendale International School.

## **WHAT IS EAL SUPPORT?**

- EAL Program supports those students who come to Glendale International School with limited English language proficiency. Students from different Nationalities come to Glendale International School with a range of English skills: some need intensive English survival/ social skills. In contrast, others have learned the social language but need support with literacy and academic vocabulary. Support can come in many different forms:
- Pull out sessions that occur every school day.
- Support students in completing tasks, increasing class participation, facilitating communication with peers and teachers; co-teaching
- Providing feedback to teachers on how to better support EAL students
- Continual monitoring and assessment of the four domains: listening, speaking, reading, and writing
- Collaboration with grade-level teachers

## **EAL PLANNING AND SUPPORT :**

### Assessment and Identification

An assessment of their English language proficiency in all areas of language development (listening, speaking, reading, and writing) is carried out initially for a student identified as an EAL student. Furthermore, assessment of relevant areas of language development should be done on an on-going basis and at least once every term to determine language acquisition progress.

Initial assessments are often conducted upon a student's first arrival at school. However, they may be performed at any point if there is an indication that the student might need EAL services to access the provincially prescribed curriculum successfully. In addition to language proficiency, it is often helpful at this point to gather additional information to understand the student's needs better and assist in support planning.

This information can include:

- Academic history and experiences (e.g., report cards, if available, information on interruptions to schooling)
- The language(s) spoken in the student's home (primary language) or the student's heritage language(s).
- Proficiency in all areas of language development (listening, speaking, reading, writing) in their first language, if different than English (or French) – where documentary evidence and information from the family is insufficient, assessment of the student's first-language proficiency may be required, if available
- Basic skills in academic content areas (e.g., mathematics)

Assessments are designed to consider the student's age, developmental maturity, and academic, cultural, and social/emotional needs. Reviews should also consider cultural and linguistic diversity (for example, they should avoid requiring specific cultural knowledge), be non-discriminatory, and think that students may have different proficiency levels concerning other areas of language.

Initial and on-going assessment of language and literacy proficiencies can include, but is not limited to, a combination of the following approaches:

- Oral interviews with the student (and with parents, as appropriate)
- Review of the student's unedited written language samples
- Evaluation of the student's reading and listening comprehension
- Review of observation reports or summaries related to language development and progress
- A test of language proficiency considering their level.

### **ON-GOING REVIEW:**

On-going review of a student's English language proficiency should include (but is not limited to) gathering:

- Periodic samples of the student's unedited writing, completed assignments, tests related to comprehension of content taught, notes of parent interviews or conferences, and teacher observation of oral performance.

- Evidence of an array of classroom activities (e.g., worksheets, essays, reports, projects, content-based tests) designed to give the student opportunities to demonstrate his or her understanding of subject-specific content
- Term-wise assessment should be based on a review of ongoing assessment records (as described above) and the student's report cards and other meeting information such as minutes of the school-based team or department meetings about particular students.
- If the annual review/assessment shows that the student is not progressing in language development, it may be necessary to conduct further assessment and adjust EAL services accordingly. In addition, a more extensive assessment of student strengths and needs should be conducted to determine any needs beyond the scope of language development.

If review/assessment determines that the student is functioning without additional support at the age and grade level given commensurate abilities, the student may no longer require EAL services.

### **REPORTING STUDENT PROGRESS :**

The reporting requirements for EAL students following the curriculum for a course, subject, or grade are the same as for other students. The purpose of an EAL student progress report is to present a view of how a student develops over time. It contains more detailed information than a standard report card. Teachers can use it to help both students and parents participate in developing an educational plan to meet their student's needs.

These EAL progress reports can include (but are not limited to) information on:

- The student's current level
- Areas for improvement/future learning:
- The language development services the student is receiving
- The student's linguistic and literacy goals
- Ways, the parents, can support the student in their learning

### **Review of policy**

This policy has been discussed and agreed by the Glendale International School community of staff, students and parents. It will be reviewed again in September 2026.