Teachers' and Administrators' Perceptions of English as an Additional Language Students in One Manitoba Metro Division

by

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Prologue

Words are like colors, like flavors -- they are memories. When people speak in their mother tongues, they paint a picture of how they see the world, how they feel, what they care about and how they see themselves.

Moving to a new country and having to learn a new language is a little like losing one's bearings and losing one's self in the process.

Newcomers need time and space to acculturate, to find themselves again, and to learn how to paint in English.

Abstract

The following study explored how one school Division in central Canada interpreted 'inclusion' of newcomer English as Additional Language (EAL) students and how the perceptions of teachers and administrators affected the development of policies and programming for these students. In this Division, inclusion is defined as placing EAL students directly into regular public-school classes; however, teachers in mainstream classes reported feeling unequipped to meet the specific needs of EAL students. Placing EAL students in mainstream classrooms puts tremendous pressure on them, to learn English, while at the same time using English to learn content. Teachers and administrators were interviewed regarding their views towards and practices in EAL; an interpretive constructivist lens was used to gather data. Findings suggested that there is a need for greater connection between the development of divisional policies, processes and practices with provincial policies related to literacy and numeracy as they pertain to EAL learners.

Key terms: EAL programming, inclusion, mainstream classes, policy

Chapter I: Introduction

Currently, I am a support teacher in a metropolitan school division whose work is to support classroom teachers with English as an additional language (EAL) learners. My role as a support teacher in the Division gives me access and insight into how administrators perceive the EAL students in their buildings. This research project is an exploration of our divisional EAL student inclusion and instructional practices with a view to understanding how we are doing. As a clarification of terminology, in Manitoba, the term English as an additional language or EAL is unique to my province as the rest of Canada uses the term, *English as a second language* or ESL (Academics, and Language Manitoba Education and Learning, Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, 2011). Additionally, as most teachers and administrators in my Division do not differentiate between EAL and Literacy, Academics, and Language (LAL)) learners (Academics, and Language Manitoba Education and Learning, Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, 2011), they often use the term EAL as a catch-all when describing their new Canadian demographic. LAL learners are students with significant gaps in their formal academic history. Often these students come from countries impacted by war and natural disasters. These students are usually from the refugee class of immigrants. Other challenges affecting LAL learners include trauma, malnutrition, and social and emotional learning gaps that make adjusting to Canadian life a challenge.

In Chapter One, I share the historical context of the topic, and I situate myself in relation to the research. I illustrate the impetus behind this inquiry and discuss the objectives of the study: how administrators' perceptions translate into the messages they communicate to teachers of

EAL/LAL learners. The qualification of teachers hired, programming for students, communication between administrators and teachers regarding EAL/LAL students all fall under how a school culture develops around EAL/LAL student inclusion. EAL/LAL students' successes or failures reflect the success or failure of a program. The way administrators respond to how EAL/LAL students fare in their schools underscores their perceptions of EAL/LAL learners and their perceptions of what constitutes appropriate programming for EAL/LAL learners. Finally, I include the divisional structure of memoranda as it relates to divisional programming and to the assessment of EAL/LAL students. At the level of senior administration, the writing of memoranda (as we currently have no policies governing EAL/LAL) directs school administration how to plan for and support their EAL/LAL demographic.

Historical Relevance

The idea of 'inclusion' has been the aim of public education in Canada since the 1950s (Arkoudis, 2006; Costley, 2014). This ideal guided the movement toward including all students, even those with exceptionalities, into the regular public-school classroom (Arkoudis, 2006; Costley, 2014). The process may have worked in theory at a time when monolingualism was the norm; however, immigration patterns problematized this practice because newcomer students often lacked the linguistic skills to be successful in mainstream classes.

Immigration and EAL/LAL students are not unique to Canada and, as waves of immigrants wane and wax across the globe, educational systems attempt to respond to the challenges second language learners bring to the classroom. For the last twenty years in Canada, the tension between public education and programming for all students and focused language acquisition programming for EAL/LAL students has been continuous, with many researchers pointing out the value of separate rather than mainstream programming for EAL/LAL learners

(Gunderson, 2002; Platt, Harper & Mendoza, 2003; Kouritzin & Nakagawa, 2011; Kouritzin, 2012).

Everyone associated with education, from teachers to parents to professors in Manitoba, has strong opinions about how EAL/LAL students should be educated. The contention resides in the context of the alternative to inclusion, perceived to be 'segregation,' a word with a long, dark history (Fritzen, 2011). Those who most vociferously argue against this type of specialized programming however, are also frequently those who understand the least about the benefits of appropriate, *seclusion* prior to *inclusion* for EAL/LAL students. EAL/LAL students, at the start of their educational journey in a new country need support to build language skills and to acculturate to the social mores of life in Canada (Berry, 1997; Daniel & Conlin, 2015) prior to attending mainstream, English-only classes. In fact, the short-term physical seclusion in *sheltered* EAL/LAL classes at the outset of their Canadian academic careers (which does not completely sever EAL/LAL students from the rest of the school) is a transitional measure, the length of which is decided on a student-by-student basis, ensuring long-term academic success and social adjustment (Clair, 1995). The alternative, based on inclusion ideals, has been to place students chronologically into mainstream classes upon their arrival; this has consistently resulted in students falling behind in their academics, or dropping out of school entirely for numerous reasons (Platt, Harper & Mendoza, 2003; Roessingh, Kover, & Watt, 2005).

Placing EAL/LAL students in mainstream classes without the requisite linguistic abilities to thrive creates a stressful context that subjects students to high levels of anxiety. This biochemical response puts many students under physical strain for extended periods of time, as they try unsuccessfully to acculturate, integrate and learn (Scoval, 1978).

Experiences suggest that separate, dedicated EAL/LAL programming, on the other hand, is less beneficial when the learning context for EAL/LAL students is not well-designed or implemented by skilled educational professionals with experience and knowledge in the social, emotional and academic needs of EAL/LAL students (Cheung, Chudek, & Heine, 2011; Kouritzin & Mathews, 2008; Ligget, 2010; Peercy, 2011; Reeves, 2006; Song, 2006; Spolsky, 1989). Without these parameters, a specialized program leads to marginalization of a segment of the student body based on language (Nolan, 2008; Yosso, 2005).

Situating Myself

As an immigrant, I recall moving from Poland to Canada at the age of six, and with no English language knowledge, starting grade two in a regular public-school classroom. The one benefit I had was that my teacher was bilingual and spoke Polish and English. With her support, learning English became a less arduous task because she could explain concepts and words to me in my first language. In turn, I believe this helped me to learn English faster. When I look back, I can see how instrumental she was in helping me to learn, to become an English major in university, and eventually to become the teacher I am today.

Coming from Poland and living in Manitoba housing (though not as a refugee), I am able to look back and see the low socio-economic level we occupied as new immigrants. Neither of my parents spoke English and neither had jobs upon arriving in Canada.

Learning English became the focus for my father soon after we arrived. However, unlike today there were no language programs for new immigrants in the 1970s. The International Center was the hub for new immigrants in our city, and he took me on Saturdays to make connections and meet others who had just arrived in Canada. My father met Leo Mol through a Polish woman, Mrs. Panaro, who volunteered with the International. Leo Mol, I learned much

later, as my English improved, was a well-loved and critically-acclaimed local artist. His art consisted of models of nude women, busts of political figures, and statues of deer and bear cubs all cast in bronze and life-sized. I recall, when we went to visit the Mols, in their home, as the adults chatted and drank coffee, I walked through the long halls of their house, touching the cold bronze miniatures of the statues now displayed in an outdoor garden at a local city park. Leo's wife Marge was a retired teacher and agreed to teach my father English with the use of the local newspaper. Meanwhile, my father also had to recertify as an architect in Canada by passing several exams. What I recall from this time of my life was that there was a stressful atmosphere at home and everyone wore sweaters with holes in their elbows. Eventually my father passed his exams and got a job at an architectural firm as a junior architect. When the firm cut him back to a four-day work week, he helped Leo Mol by making stained glass windows in our basement. I remember as a child watching him cut the colorful glass and fitting the pieces like a giant puzzle into the lead skeleton. Years passed.

Currently, I am a Division-wide EAL/LAL specialist, in a metro school Division in Manitoba. I work with teachers of EAL/LAL students to support them professionally helping them meet the needs of their EAL/LAL students. My role also requires I provide support through initiatives, documentation creation to support EAL/LAL learners' programming (Schneider, 2009). Prior to this, I worked in a *sheltered* middle years' and then a senior years' *sheltered* program in the Division as a teacher. I have seen students go through the middle years' and senior years' transitional *sheltered* programs and eventually adjust to their new lives in Canada, and then develop new Canadian identities (Aisicovich, 2012). I have also seen these students become successful in regular, mainstream classes. On the other hand, I have witnessed students who chose not to take advantage of the EAL/LAL *sheltered* programming and consequently they

found academics challenging to the point they dropped out of school altogether (Theoharis, & Toole, 2011).

My Experience as an EAL Teacher

Based on my experiences as an immigrant and as a teacher of EAL/LAL students, I have concluded that the time students spend in a middle years' or senior years' *sheltered* EAL/LAL-only classroom with other EAL/LAL students allows them to adjust, decompress and learn language and social skills. *Sheltered* classes are composed exclusively of EAL/LAL students whose level of English is insufficient for them to successfully meet regular course outcomes. In addition, while in *sheltered* classes, EAL/LAL students receive support relevant to their particular immigrant contexts from their EAL/LAL teacher, who is experienced in the challenges faced by EAL/LAL learners. The *sheltered* program is also a safe and supportive environment in which EAL/LAL students can learn and feel comfortable enough to risk, making mistakes and asking questions before moving onto mainstream classes (Daniel & Conlin, 2015; Noddings, 1995; Vygotsky, 1978). In my Division, there is one *sheltered* program at the middle years' and two at the senior years' level.

Teaching in Sheltered Transitional EAL Classes

My experiences in my current Division began when I was hired to develop a middle years' *sheltered* program for EAL/LAL students in grades five through eight. Afterwards, I worked as a high school teacher in a *sheltered* program for EAL/LAL students in grades nine through twelve. During the time I was working in both contexts I continued my studies at the university, achieving a Master of Education in teaching EAL, and currently, working on a doctorate in education with a focus on TEAL. My academic work has helped build my capacity regarding the needs of EAL/LAL students and the theories behind second language acquisition.

As a teacher in the middle-years' EAL/LAL *sheltered* transitional program and the high-school EAL/LAL *sheltered*, transitional program, I worked to prepare my students not only for the academic aspects of school but also for the navigation of social interactions and society in general. In both EAL/LAL *sheltered* programs my *sheltered* classes consisted of seven to twenty-four students, classes considered small by public school standards. *Sheltered* classes are therefore unique in meeting the needs of each individual student, a situation frequently in contrast to the experiences and lack of success EAL/LAL learners have in mainstream classes; according to Lyons (2010): "The post-primary curriculum is delivered by subject specialists whose formation has not prepared them to take account of ESL students in their classes" (p. 291). As the EAL/LAL teacher, I focused conversations in EAL/LAL classes on topics such as, following school rules, school-wide expectations, appropriate clothing for the weather, making the right choices regarding conflict resolution with peers, and a myriad of other issues that arose that were not found in the curriculum, or in my job description (Daniel & Conlin, 2015). In time I saw these students grow, thrive, and develop into happy, successful young adults.

Despite sometimes being pejoratively described as 'segregated' classes, EAL/LAL *sheltered* middle years' and EAL/LAL *sheltered* senior years' classes are limited to language-based curricula, but still requiring EAL/LAL students to participate in many heterogeneous classes outside the content-specific EAL/LAL *sheltered* classes. They attend "mainstream" physical education classes, and numerous other elective classes such as art, music, photography, culinary arts, hairdressing, automotive, carpentry, or drama, depending on grade levels, language ability and preferences. They also participate in school-wide events such as assemblies, pep rallies, extra-curricular sports, class-based field trips, fundraisers, school trips and dances.

Currently, I work with teachers in a significant number of early years' and middle years' schools in our Division who have identified themselves as needing support with programming, teaching and assessing of EAL/LAL students in their classes (Chamot, 1990; Cheng, Rogers, & Hu, 2004). Once schools and teachers are identified, I work in eight to twelve-week residencies, discussing EAL/LAL theory as it applies to their specific experiences of the needs of EAL/LAL learners, EAL/LAL best practices pedagogically, and practical strategies, adaptations and applications for the EAL/LAL students in their classrooms.

My Role as a Researcher

In my position, I have a significant role in framing how EAL/LAL students are perceived, how their education is planned and how their learning is assessed in my Division. The metro Division where I work has one *sheltered* middle years' EAL/LAL program and two senior years' *sheltered* EAL/LAL programs in two different high schools. My role is to work primarily with the 25 early/middle schools that do not have EAL/LAL programs.

Description of my role. In this Division there are three EAL/LAL *sheltered* program schools. There is one EAL program at a middle year's (grades five through eight) school that attends to EAL and LAL learners who can present as two or more years below chronological grade level, requiring a longer time in specialized LAL classes than EAL students, who are mostly in specialized EAL classes to solidify their knowledge of English:

> Students who enter Manitoba schools with limited literacy or prior schooling in their first language have the same needs for language as all EAL students but also bring additional and somewhat different learning needs. They will not have developed any or sufficient academic language skills in their first language. (Manitoba Education and Learning, 2011 draft, p. 13)

Once a school sends in a requisition form for my support, I meet with the EAL/LAL Consultant for the Division, and the assistant superintendent of schools (in charge of EAL/LAL); together, we decide which schools have presented the most urgent need for my support. Often administrators at the schools requesting support hold preconceived ideas about EAL/LAL students and their potential. In the past, once I began working with identified schools and identified teachers, a common theme arose; teachers were doing a great job supporting EAL/LAL learners, but were second-guessing how effective their support of their EAL/LAL students was because of their limited EAL/LAL pedagogical backgrounds. In such cases, I shared theoretical information that supported what the teachers were already doing, helping them to better understand why and how their impact was positive and supportive. Consequently now, when I begin work with a new school, I make a point of unpacking the school-based understandings, perceived needs and possible misconceptions, followed by capacity-building among teachers who have EAL/LAL students in their classes.

Another challenge I have encountered is that a school's culture affects the success or failure of my interventions, based on the valuation staff place on EAL/LAL students' integration which is, in turn based on their perceptions of the EAL/LAL students' needs and on my support.

Many of the early years' and middle years' schools chosen to receive EAL/LAL intervention from me have previously never received either EAL or LAL learners (Manitoba Education and Learning, 2011 draft) in their schools. As a document, the EAL/LAL Curriculum Framework learners (Manitoba Education and Learning, 2011 draft) is a foundational guide for all planning, teaching and assessing for EAL and LAL learners in the province. The fact that is has inexplicably remained in draft form since 2011 is problematic. Moreover, it sends a message

that EAL/LAL is not a 'thing,' and that it does not warrant a finalized document. This perception permeates public education and educator consciousness in the province.

Aside from second language acquisition, experiencing acculturation, understanding social mores and the rules governing the navigation of classroom or school processes, as well as curricular outcomes can be sources of stress for EAL/ LAL students. Acculturation is an important step in EAL/LAL students' adjustment to life and school in Canada including culture shock and much social learning and adjustment:

> . . . Acculturation theory addresses the role of language and communication as mediators in the development of intergroup contact, ethnic identity, and acculturation (to either one's own or another ethnolinguistic group). Lack of communicative competence in the language of another group can be a substantial barrier to contact. (Genese & Gandara, 1999, p. 669; see also Oberg, 2006)

Often, EAL/LAL learners' teachers focus much of their instructional time on language use and effective communication skill development for their EAL/LAL students, with little thought given to the social, emotional, behavioral and socio-constructivist aspects of learning and acculturation that their students need *before* they can begin the process of learning English.

As the designated EAL/LAL expert in this Division, my role is to listen, to advise, to develop curricular materials, and to connect the teachers I work with, with resources to help them meet the needs of their EAL/LAL students. As an agent of change in the schools, my goal is to affect how educators view, plan for, teach and assess EAL/LAL students to ensure they are afforded the supports and time EAL/LAL students require to thrive socially and academically. Because my mandate is to work with only early years and middle years schools, the high school teachers in the Division do not receive the same kind of support with their EAL/LAL students as

the early/middle years' teachers do. Also, students at the high school level are required to work towards completing provincially-mandated, credit courses based on the specific course outcomes. Unlike in early and middle years, high school courses have specific outcomes that students must meet, or they can fail the course and consequently not complete the credits required to graduate. These courses are often challenging for students whose first language is English and can be insurmountable academic obstacles for EAL/LAL students who lack the linguistic and academic background to be successful. To add to their challenge, at the senior years' level, the mainstream classes have an unofficial cap of 35 students. Teachers in these classrooms may not have the time to support individual EAL/LAL students' learning, while also meeting the demands of the curricular outcomes of the course (Cummins & Early, 2015; Kouritzin & Matthews, 2008; Salazar, 2008; Young, 1996).

Another significant issue that has arisen this year (that is, the 2017-2018 academic year) is that in the EAL/LAL *sheltered* program schools, due to retirements, all three of the EAL/LAL-program locations have hired new teachers, who have little background in structuring, planning for, teaching in, or running *sheltered* EAL/LAL programs. These new teachers teach large classes of LAL and EAL students (14-35) with high needs and, throughout the year, they have expressed feeling overwhelmed. As someone steeped in middle years' and high school EAL/LAL programming, teaching and assessing, I am in a unique position to support these teachers. However, the mandate of my position does not extend to supporting EAL/LAL *sheltered* program schools. The role of supporting EAL/LAL teachers in the Division falls onto the EAL Consultant even though he has expressed concerns that he is too busy to address their needs fully due to the other demands of his role. In fact, the Consultant's portfolio includes all language programs offered in the Division, including French immersion, German and Ukrainian

bilingual programs, Spanish, Japanese and basic French. Sadly, despite the resources available in the Division, this means that a majority of the EAL and LAL students and their teachers in the Division are without specific support.

Significance of this Study

The purpose of this study is to answer the following questions to ascertain how teachers view their efficacy as they work with EAL/LAL students, and to pinpoint ways in which they might be better supported by their administrators and divisional resources. The study focuses on teacher and administrators and how their work affects EAL/LAL students' educational opportunities; it relates to my overall responsibility of improving the educational experiences of EAL/LAL students:

1. How do teachers and administrators perceive EAL/LAL students and how do these perceptions impact EAL/LAL students' opportunities?
2. How is the teaching of EAL/LAL students connected with policy -- for example, the stated divisional priorities (Safe Caring Inclusive: 2015/2016 Annual Report to the Community, 2015, p. 4)?
3. How do administrators support teachers as they work to support EAL/LAL students learning?
4. How do teachers work to support EAL/LAL students?

Academic Impetus for this Study

Worldwide, EAL/LAL education continues to be an emerging area of research and practice. Although there has been substantial research conducted exploring multilingual and multicultural students in mainstream public schools (Finley, 2018, p. 37), school divisions such as mine take a mostly *ad hoc* approach to funding and programming for EAL/LAL students. This

ad hoc approach is rooted in beliefs about and stereotypes of EAL/LAL learners (Finley, 2018) rather than on research findings, resulting in programming being rooted in long-established, social views regarding immigration and immigrants. Internationally, there is a tension within school systems between mainstream education for native-speakers and need for specialized education for second language speakers (Eisikovits & Beck, 1990, p. 177), a tension that is palpable in my Division.

Programming for EAL/LAL students is far from consistent from province to province in Canada, or even Division to Division within each province. Educational leaders across central Canada have adopted the idea of *inclusion* (mainstreaming EAL/LAL learners) that may then be used to justify providing little EAL/LAL-specific funding or programming. The term *inclusion* refers to mainstreaming (Costley, 2014), and what it translates into at the classroom level is that all EAL/LAL students attend classes with little-to-no specialized support provided to them, thereby affecting their short-term academic success and long-term career options. In so doing, Divisions divest themselves of the responsibility for the outcomes of EAL/LAL education policies (Nowlan, 2008; Yosso, 2005).

The predictable impact of such wide-spread *inclusive* programming, in which EAL/LAL students attend mainstream classes from the outset of their arrival in Canada, is that programming is not supportive of EAL/LAL students' acculturation needs, language-learning needs or long-term academic success. Consequently, EAL/LAL students experience high levels of emotional and physical stress daily due to these factors. EAL/LAL learners undergo acculturation while, at the same time, contending with the language and content challenges of mainstream classes and the challenges of interacting with native-speakers of English (Cervantes, Padilla, & Salgado de Snyder, 1991; Eisenberger & Cole, 2012; Kouritzin, 1999; Messinger,

Nieri, Villar, & Luengo, 2012; Obradovic, 2012; Pappamihiel, 2001; Perreira, & Ornelas, 2011; Scoval, 1978; Watts-Taffe & Truscott, 2000). Over time, those EAL/LAL learners who are resilient enough prevail; however, many students experience frustration, and a number of them will drop out of school or develop significant health challenges (Theoharis, & Toole, 2011; Watt, & Roessingh, 2001). In other words, the current system does not optimally support EAL/LAL students' long-term social, emotional or academic success (Cheung, Chudek, & Heine, 2011; Cummins, 1979; Ligget, 2010; Peercy, 2011; Reeves, 2006).

Study Objectives

This study explores the variety of program offerings available to EAL/LAL students in my school Division, and how that programming is perceived by the teachers and administrators providing it. As a result, the objectives for this qualitative study were to conduct research by implementing an interpretive constructivist methodology through semi-structured interviews with ten teachers and ten administrators about EAL/LAL student programming in my Division. Creswell (2007) describes interpretive constructivist methodology as a type of qualitative research that enables the researchers to, "position themselves in the research [and to] acknowledge how their interpretation flows from their own personal, cultural, and historical experiences" (p. 21).

Through this process, I determine what recommendations can be made grounded in the research to improve programming for EAL/LAL students; determining what supports, policies, divisional processes and beliefs are beneficial, and what aspects of administrators' roles in EAL/LAL students' programming and experiences might be emphasized in order to positively impact EAL/LAL learners' success.

I believe that the most supportive programming for EAL/LAL learners requires an initial period of *sheltered* or secluded programming, such as at our three EAL/LAL-program schools. This introduction to schooling in Canada is a soft landing for new Canadian students, allowing them to acculturate, fill academic learning gaps, learn language, and begin to build their L2 identity (second language identity) prior to transitioning to mainstream classes (Aisicovich, 2012, p. 75).

However, it is not fiscally viable to have a plethora of *sheltered* EAL/LAL programs across the Division. Through interviews with teachers and administrators in EAL/LAL-program schools and non-EAL/LAL program schools, I was able to explore their perceptions and thinking around appropriate education for EAL/LAL learners. I was also able to discern whether teachers endeavored to meet these needs by employing appropriate resources, differentiations and adaptations. Finally, through interviews with administrators, I was able to glean whether they were aware of the challenges teachers of EAL/LAL students faced, and whether they were supportive and responsive to these needs.

Appropriate adaptations and differentiation requires that classroom teachers be familiar with their EAL/LAL students' needs, minimally by assessing their skills according to the Manitoba EAL framework (MEAL, Curriculum Framework for EAL and LAL Programming, 2011 draft). The draft framework outlines a need for developing an understanding of students' baselines including their academic skills, as well as their socio-emotional and strategic/contextual abilities. From that baseline, teachers should use the framework continua to map EAL/LAL students' progression of skill development over time as teachers are planning, teaching and assessing their EAL/LAL learners. The challenge that arises is that few (if any) regular classroom teachers are aware of the EAL/LAL framework, and of those who are aware of

it, few use it to support their planning, teaching and assessing, regarding it as a limited and unwieldy document. This is especially true for those teachers working with students who have technical or vocational rather than academic post-secondary educational goals. Ideally, the classroom teacher would use the specific subject area course outcomes and the EAL/LAL framework to structure somewhat customized programming for each of their EAL/LAL students; however, this can be extremely difficult in a class of 35 students. As well, this is a challenge for new classroom teachers who are just beginning to work with their course-specific curricula and may not yet be agile enough to adapt and differentiate in a way that would be required for EAL/LAL students to be successful. I believe administrators in EAL/LAL-program schools and non-EAL/LAL-program schools need to be aware of all the different options in terms of programming, the successes and challenges of classroom teachers, and both the demographics and the needs of the EAL/LAL students in their schools in order to be able to effectively support teachers' and students' needs.

My Division's guidelines regarding EAL student programming. My Division does not have any policies governing planning, reporting or processes as they relate to EAL/LAL students. However, it does have several memoranda that are periodically updated and sent out to school administrators in the Division as guidelines and reminders. These memoranda cover such areas as registration guidelines, and general planning and reporting guidelines for schools that have EAL/LAL students as part of their student population. On the positive side, because there are no divisional policies governing EAL/LAL, the guidelines in the memoranda can be updated and added to on a year-to-year basis. On the negative side, the unofficial nature of the documents renders them as mere suggestions administrators may or may not follow, rather than directives governing administrators' and teachers' actions.

Registration guidelines. One memorandum dedicated to the practices guiding EAL/LAL students' registration describes the role of the Newcomer Reception Facilitator (NRF) (Drysdale, 22/8/2016). The purpose of the NRF is to contact new immigrant and refugee students, and then to assess the students, ensuring they are directed to the most appropriate educational setting based on their language levels. The work that the NRF does has allowed schools and teachers to have some baseline assessment information for incoming students before they start school, theoretically allowing teachers to plan in advance for the students.

Literacy and numeracy assessments are used to recommend either an EAL/LAL-program school for incoming students or their local school, depending on whether the student is working at grade level or presents significantly below grade level due to language ability. This past year (that is 2017-2018), there has been an influx of Syrian refugee students, most of whom were LAL learners and came with little English language knowledge, and some with little first language learning as well. Planning for significant numbers of students who are not at grade level was a challenge that requires preparation by schools receiving these students.

Information that is gathered by the NRF for informing schools about their new students' backgrounds includes EAL/LAL students' demographic information, age and country of origin. Since 2008, the numbers of EAL/LAL students entering the division have been climbing slowly; between the 2015-2016 school years and the 2016-2017 school years, the number of EAL/LAL students grew from 283 to 336 (D. Plett, personal communication, 3/3/2017).

A second memorandum (Daniels, 9/1/2017), governs the process students must follow when registering at a school, including the documents they must provide in order to establish, "residency . . . guardianship . . . [and] proof of age" (p. 1). This is especially highlighted for

EAL/LAL students who must, in addition to all other required documentation, provide "proof of residency in the Division" (p. 2).

Planning and reporting guidelines. Aside from transportation, academic support and documentation of EAL/LAL students,' academic achievement is defined by a memorandum dedicated to the academic realm of EAL/LAL learners. Often EAL/LAL students entering the Division have significant language and/or content-knowledge gaps in their learning. As a result, they are not able to show their learning at grade level according to provincial standards (Beckett, 2002; Beckett & Slater, 2005; Cummins, 1979).

The memorandum, called *EAL Planning and Reporting Guidelines for Schools* (Drysdale, 29/8/2016), covers many areas pertaining to EAL/LAL students' academics including planning, report card writing and case-management of EAL/LAL students in regular and EAL/LAL-program schools. The planning and reporting guidelines were developed to clarify documentation requirements of the Division for EAL/LAL learners, and are based on provincial guidelines to ensure a consistency in how teachers across the Division plan for and report on, EAL/LAL learners.

To support EAL/LAL students' language acquisition, the document outlines how case-managers in schools are to document EAL/LAL learners' progress. The EAL case-manager is usually a student-services teacher in the school without specific EAL/LAL pedagogical or theoretical background. In schools with an EAL/LAL-program, this responsibility falls on the EAL/LAL classroom teacher. The EAL case-manager is responsible for writing Individual Education Plans (IEPs) for EAL/LAL students, to set realistic and achievable social and academic goals that EAL/LAL students will work towards throughout the year (Drysdale, 29/8/2016, p. 1). The document also describes several EAL/LAL specific courses that may be

offered in EAL/LAL-program schools that are designed to support the learning needs of EAL/LAL high school students (Drysdale, 29/8/2016, p. 2).

Finally, the memo describes how reporting about EAL/LAL students should be completed to show that the students' learning is focused on the acquisition of language skills and not just course outcomes. Also, in addition to the provincial report card that indicates a grade for each course the student has taken, EAL/LAL students receive a "[divisional report card] insert . . . that provides a quick visual reference for students, parents, and educators as the overall stage of . . . language acquisition [according the linguistic domain]" (Drysdale, 29/8/2016, p. 3). However, all the planning and assessing conducted in the classrooms focuses on only EAL/LAL students' academics abilities, or what is called the first of four domains, of the provincially mandated EAL/LAL framework, but does not take into consideration the EAL/LAL students' social, emotional, behavioral acculturation growth or contextual/strategic abilities (MEAL, Curriculum Framework for EAL and LAL Programming, 2011 draft).

To sum up, in Chapter One, I described the current academic context for EAL/LAL students attending public school in my Division. Furthermore, I shared that to receive an equal and appropriate education, EAL/LAL students fare better, long-term if they can participate initially in a *sheltered* EAL/LAL program, prior to integration into mainstream classes. In Chapter Two, I review a comprehensive global sampling of research conducted regarding EAL/LAL learners related to the benefits of temporary, *sheltered* programing for EAL/LAL students and the consequences that arise when programs for EAL/LAL students are neither well designed, nor implemented effectively. I also discuss factors that impact EAL/LAL students' success academically and emotionally.

Chapter II: Literature Review

In Chapter Two, I survey the data related to the area of EAL/LAL students' programming internationally, and in Canada. This data reflects the various factors affecting the successful learning and acculturation of EAL/LAL students, including considerations of the best contexts for learning, and factors that may impede the successful academic growth of EAL/LAL students.

Research from a number of countries shows that a lack of understanding of the needs' of EAL/LAL students can lead to marginalization of these students, their teachers, and their programs; this can be socially oppressive and professionally unsupportive for all concerned (Abrimtzky, 2014; Beenstock, 1996; Butler, 2003; Cummins, 1981; Deutch, 2003; Eisikovits & Beck, 1990; Fanta-Vagenshtein, 2011; Harper & Jong, 2009; Katz, 1982; López, & Iribarren, 2014; Milnes & Cheng, 2008; Sharlin, 1998; Shohamy, 2014).

Societal Attitudes and the Effect on Language Learners

The movement of humanity across the globe is not always perceived as a positive by host countries. Migration challenges the resilience and identity for those who choose to--or are forced to--transplant their roots from one continent to another. According to Resnik (2006), this can result in, "undermining dominant national identities . . . [leading to] the instability of identities and the continuous invention of new/old identities (p. 585; see also Shahomy, 2007). Diversity of cultures and languages adds to the richness of society; however, not all of those who live in diverse communities agree. There are some who still believe that immigrants should learn the language of their new community and quickly assimilate into the local culture, preferably as soon as possible and at no cost to the host country (Bell & Berry, 2014).

Second language learners face many challenges throughout their academic careers, not least of which is learning English. Miller (2003) suggests that, the role of education is not only to

teach the language spoken locally, but also to ensure all students acquire the 'language' of cultural capital, which translates to social power:

> The language that students . . . use can place them in positions of power and economic strength, the power to gain employment, the power to function in a political environment, and the power to access government and business. (p. 37; see also Lyons, 2010)

Another challenge faced by many EAL/LAL students new to Canada, aside from the process of acculturation to new social mores and the acquisition of cultural capacities includes the racism they may experience owing to their skin colours or accents (McIntosh, 2005). Vandrick (2015; see also McIntosh, 2005) describes this process of acquisition of cultural capital in a challenging setting as trying to gain access to the 'invisible knapsack of privilege':

> How many ways language minority students who are taking ESL classes are (consciously or unconsciously) slighted, ignored, or actively discriminated against in classes, educational institutions, and the surrounding society because they are perceived as "Other?" (Vandrick, 2015, p. 55; see also McIntosh, 2005)

EAL/LAL students' first languages at times are perceived as an inconvenience to be bridged or overcome in the educational system, where English is the language of instruction, creating a system where EAL/LAL students cannot hope to catch-up never mind compete in the mainstream public-school system (Tangen, & Spooner-Lane, 2008; see also Kouritzin, 1999; Miller, 2003; Roessingh, 2006) for EAL/LAL students. However, others perceive students' first language as cultural capital that enriches the community and gives students' equity in economic and educational endeavors (Bruns, 1984).

Research conducted in the United States has shown that, at times, non-local students are perceived through a lens of linguicism. Lan (2011) describes this process as follows: "I view

English-language ability as a kind of cultural or, more specifically, 'linguistic' capital . . . The linguistic capital of English can be converted into social and economic capital" (pp. 1672-1683). There is a persistent attitude, around the world reflected in a subtractive perception of EAL/LAL learners as being inferior to native English-speakers (Fairclough, 2015; Kachru, 1996; Kouritzin, 1999; Kubota & Lin, 2009; Mercado, 2001; Reeves, 2006; Smith, 1999). Delineating between native English-speakers, and second language speakers, sets up an adversarial relationship: "An Us-versus-Them division of native and non-native speakers of a language [in which the groups] are perceived as mutually exclusive, uncontested, and identifiable" (Ligget, 2010, p. 219; see also Hawley, 2010). Such perceptions of second language learners as being in conflict with native-speakers are reflected in their academic opportunities and the general treatment of EAL/LAL students. According to Ligget (2010), "in this regard, a deficit view of language learning is modeled for general education students to observe and for ELLs [English Language Learners] to experience; such treatment is a poignant example of how linguicism is sustained" (p. 227; see also Kouritzin and Matthews, 2008; Marx & Saavedra, 1995; Nowlan, 2008; Roessingh, 2006).

The challenge presented to EAL/LAL learners is to re-negotiate their first language identities and what they understand as social mores, and to be open to learning the social mores of their new language and its cultural contexts; in so doing, students develop a cross-cultural understanding of how their new world operates and their place in it. According to Martin (2011), this requires a compromise of sorts, and constant work is required:

> Continuous negotiation process insinuates a state of constant conflict within us and our identities, which appears to be exacerbated in situations where more than one language or cultural influence is present. (p. 40; see also Aisicovich, 2012)

EAL/LAL learners negotiate internally what they will let go of and what they will take on in the process of English language learning and cultural capacity building, to access economic and social success, and acceptance (Aisicovich, 2012; Eisikovits & Beck, 1990; Lan, 2011; Liu & Tannacito, 2013).

Although learning English is one of the significant challenges that EAL/LAL learners face, merely learning English does not guarantee EAL/LAL students will be successful in the classroom, as the curricula used in the public-school system is not culturally neutral (Genese & Gandara, 1999). While teaching, one example that I came across recently was a short story unit that a teacher of EAL/LAL students was using in her class. Many students would have had a difficult time with the content of this story even after a teacher had engaged in pre-teaching the culturally-specific elements, before they could even consider the structure of what made this piece of writing a short story. In the story, a father and son planned to build a snowman in their backyard. They discussed what they would wear and how they would build it before the sun came out and melted their efforts. Many of the aspects of this story were foreign to the students in the class, who had neither seen snow nor knew what a snowman, mittens or scarves were. Other aspects outside the students' knowledge were the roles of family members, how many people make up a family, pets, and the purpose of a backyard. Aside from this example, illustrations in most textbooks used in the EAL/LAL program schools and non-EAL/LAL program schools for core subjects across grade levels (such as this one) demonstrate a complete lack of diversity in the individuals being portrayed as students and teachers (Fetterman, 2001; Master, 1998; Roessingh, 2006).

On the other hand, I believe that it is certainly possible to meet EAL/LAL students' needs equitably and to support their learning by teaching the cultural and linguistic content of all

subjects explicitly, by unpacking the nature of appropriate and supportive education, and by the application of meaningful assessment tools and methodologies (Cockcroft, Osman & Kajee, 2011). The challenges of unpacking the structures of the learning materials such as texts, and the meanings found within them, both serve a purpose in the learning process of EAL/LAL students and educates students from the dominant culture about the nature of their own biases and assumptions (Ajayi, 2011; Jung & McCroskey, 2004; Lim, 2011; Rivers & Houghton, 2013; Waitoller & Kozleski, 2013; Wright, & Taylor, 1995).

Further to bias in teaching materials, EAL/LAL students must also contend with a curriculum that reflects the residual effects of colonization that unfortunately permeates all subjects taught in North American public schools. Many aspects of the TRC Calls to Action and the curricular interventions that support education relevant to Indigenous students are doubly confusing for EAL/LAL students. EAL/LAL students do not arrive with the prejudices or biases that are commonly held in dominant culture Canada about Indigenous peoples and their histories. They must be taught those biases before they can understand the curricular focus, a double-edged sword.

Factors Affecting Students' L2 Acquisition

Successful programming that takes into consideration a whole child's needs, including acculturation, social and emotional development and English language learning, in *sheltered* transitional classes has been shown to be effective at supporting EAL/LAL students' learning (Daniel & Conlin, 2015; Krashen, 1981). Acculturation requires that as second language learners become cognizant of their culture, and the new culture in which they find themselves. They must initially learn to filter knowledge and experiences through their first culture, and then their second language culture, in order to comprehend the new world, they now inhabit (Early, 1989;

Gulliver, 2010; Liu & Tannacito, 2013). According to Hidalgo (1993) individuals' beliefs are hardwired into how they perceive the world around them:

> We may think about culture as existing on at least three levels: the symbolic, the behavioral, and the concrete. Our values and beliefs lie on the symbolic level. How we ascribe meaning to our experiences depends on the values we hold and the beliefs we may have. (pp. 100-101)

For EAL/LAL students, learning English is a challenge; moreover, being able to negotiate a second language context is an additional burden placed on EAL/LAL students that dominant language and culture students do not have to assume. According to Ruiz (1984), regardless of the best intentions and effectiveness of transitional language programs, at the core the message is that non-English speaking students are language-deficient. It is important to recognize the myriad of other factors that affect EAL/LAL learners aside from the academic demands of learning a new language and a new culture in a manner appropriate to attend school. Some of these factors include language learning and cultural competence.

Language learning and cultural competence. Around the world, education stakeholders in countries with significant immigration have come to realize over recent decades that immigrants are far more successful in their new country if they speak the target language (Alba, 1999, Katz, 1982). Based on research, short-term seclusion in *sheltered*, EAL/LAL program, prior to inclusion into regular classes works best to prepare students of all ages for future success, socially, academically and in the work-force (Daniel & Conlin, 2015; Gardner, Tremblay, & Masgoret, 1997; Kouritzin, 1999; Schwartz, Kozminsky, & Leikin, 2009; Shohamy, 2014).

Dynamics within a group can significantly affect how well individual students will perform in a language program, as individuals work to acquire the target language, or L2 (Schumann, 1976). Furthermore, to aid in this process of second language acquisition, *sheltered* language programming is one of the most efficient way to build new immigrants' capacity in terms of language and acculturation skills (Daniel & Conlin, 2015; Golan & Muchnik, 2011; Harklay, 1999; Leung, 2002; Maci'as, Luz-Fontes, Kephart, & Blume, 2013).

American studies suggest there is a pattern regarding students from non-dominant cultures, and immigrants who are disadvantaged not only linguistically but also culturally. Students who are versed in cultural competency, and have a command of the dominant language, are more likely to be academically successful, as these factors make up the hidden curriculum that is not taught explicitly in schools, but nonetheless impact students' success (Garcia, Lawton, De Diniz, D. & Figueriedo, 2012; Yosso, 2005). Additionally, classrooms that explicitly support multilingual learners by including their unique perspectives and learning needs yield better long-term results in terms of EAL/LAL students' success (Chong S. & Ariff T. M, 2014; Giri, 2015; Hammer, Legarreta, 1979; Scheffner, Hoff, Uchikoshi, Gillanders, Castro & Sandilos, 2014; Watts-Taffe & Truscott, 2000). These classes focus on the individual needs of the students, their cultural backgrounds and the unique knowledges they bring with them. Strength-based learning, in which teachers focus on the students' strengths to work towards building knowledge and language, is especially viable in *sheltered* EAL/LAL classes (Giri, 2015; Hammer, Legarreta, 1979; Scheffner, Hoff, Uchikoshi, Gillanders, Castro & Sandilos, 2014; Watts-Taffe & Truscott, 2000). Scaffolding of EAL/LAL learning, by providing strategies and meta-cognitive tools that allow for individual growth and transfer of knowledge from EAL/LAL students' first language to English also yield positive results in successful academic development of EAL/LAL learners

over time (Hong-Nam & Leavell, 2006; Kayi-Aydar, 2013; Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990).

However, at times, despite cultural awareness and scaffolding within the classroom, EAL/LAL students do not demonstrate academic or cultural success due to the number of differences between their home culture/language and that of their new EAL/LAL culture/language. Fanta-Vagenshtein (2011) discovered that:

> The greater the cultural difference between the country of origin and the host country, the more difficult it is for an individual to adjust to the new culture . . . In addition to the great culture shock, for the first time in their life they had to learn in a classroom and do so in a second language. (p. 82; see also Kopeliovich, 2011; Lau, 2012)

Furthermore, students' learning settings inside and outside of school can be mutually exclusive at times; they do not always work together to support the building of immigrant students' cultural and linguistic capacity. For example, the priorities and culture in the home may be at odds or in conflict with the values and messages shared at school, consequently, second language learners are left at a disadvantage linguistically and socially (Martin, 2011; Norton, 1997). Additionally, communications that occur inside and outside the classroom have different foundational contexts guiding linguistic and social negotiations. According to Grieve and Haining (2011):

> Most out-of-class communication is context-embedded, yet class-work is often context-reduced and, as pupils' progress through the primary school, the tasks become more cognitively demanding. (p. 764; see also Nauk, 2001)

Whether in Canada, or elsewhere, a successful, *sheltered*, EAL/LAL class allows students to learn and acculturate in their own time, along with others who are undergoing the

same experiences and challenges (Daniel & Conlin, 2015; Kanno, Dermer, & Applebaum, 1995; Moodley, 2001; Yelenevskaya & Fialkova, 2003). Not least important is the fact that EAL/LAL *sheltered* classes focus on EAL/LAL students' contextual and language learning needs, to prepare them for transition into regular mainstream classes (Daniel & Conlin, 2015; Fritzen, 2011; Schwartz, Mor-Sommerfeld & Leiken, 2010). Also, for programming for EAL/LAL students to be consistently successful and to meet their needs, there needs to be a systemic focus on the professional development of teachers, supports and resources (Brody, & Hadar, 2001; Finsterwald, Wagner, Luftenegger & Spiel, 2013; Florio-Ruane, 2001; Lampert, 2012; MacNevin, 2012).

Factors Affecting Students' Social Acculturation

Identity building. As EAL/LAL students attend Canadian schools and begin to learn English and acculturate, invariably, their identities will change. Although the purpose of public-school is first and foremost to educate students across the subject areas, for EAL/LAL learners, the social aspect of school is just as important a learning experience as is the academic experience (Aisicovich, 2012; Garner, H., 1983; Gardner, R., Glickman, Smythe & Masson, 1997; Martin, 2011). Deaux, Reid, Martin, and Bikmen, (2006) suggest that students who do not view their cultural background or linguistic roots as an impediment or a challenge to acculturation are more successful in acquiring language and cultural capacity in the public-school system.

An EAL/LAL student's identity development process is a multifaceted journey that occurs ancillary to student's academic pursuits. Aspects of an EAL/LAL student's identity-building, as they acquire the target language includes the reshaping of their: "linguistic, racial and ethnic, cultural, gender, and social identities" (Pavlenko, 2001, p. 317; see also Aisicovich,

2012; Ben Ezer, 2006). To achieve academic success, EAL/LAL students need to feel comfortable with themselves and connected to others in the class.

Students, who feel that their first language is respected, can use their first language to learn the target language (English). Furthermore, research has shown that EAL/LAL students' sense of identity as newcomers is a more positive experience for those who maintain their first languages than for those who are unable to transfer knowledge from their first language to the target language (Adiel, 2014; Cohen, 2012; Eisikovits & Beck, 1990; Golan & Muchnik, 2011; Gunderson, 2002; Hauptman, Mansur, & Tal, 2008; Larsen-Freedman, 1991; Van Patten & Williams, 2007).

The negotiation of identities within the EAL/LAL student, and among EAL/LAL students may also play a part in acculturation. Furthermore, in a group, EAL/LAL students must negotiate meaning as they interact with others to build their identities in a multicultural context. According to Bailey (2000), communication and interaction in a multicultural classroom allow EAL/LAL students to challenge their preconceived ideas, values, hopes and dreams as they pertain to their identities and their future goals.

EAL/LAL students' academic success often results from the students' ability to thrive in new L2 context by negotiating obstacles and challenges such as acculturation, identity building and language learning. Therefore, low L2 proficiency can be attributed to either cognitive or environmental challenges that the learner is unable to overcome. In a *sheltered* program or in a school where EAL/LAL specialists are available to consult, the EAL/LAL specialist is more likely to be able to differentiate between cognitive and environmental challenges to develop a specialized plan for the EAL/LAL student (Borodkin & Faust, 2014; Daniel & Conlin, 2015; Harklau, 1994). Finally, students who can successfully negotiate between their home culture and

the school culture in order to make social connections, are able to progress academically (Martin, 2011; Norton, 1997).

Building relationships. Students who believe that they belong to a larger academic or social community, one made up of both adults and peers, feel that relationships directly affect their academic progress (Bronfenbrenner, 1994; De Bot, 2008; Puchala, Vu & Muhajarine, 2010). Feeling as though they belong to surrounding people and places allows EAL/LAL learners to imagine their future positively as they work to develop their second language and find their place in society.

The idea of language socialization extends far beyond 'languages' in their strict form; as the term suggests, socialization is a language unto itself. How children are raised, their expectation of caregivers, academic settings, social interactions and other contextual elements all contribute to how children develop their understandings of their places in their worlds (Schieffelin & Ochs, 1986; see also Aisicovich, 2012b).

In order to help EAL/LAL learners become more versed in social language and processes, supportive teachers maintain regular and predictable classroom schedules and expectations. This predictability also includes teacher expectations of students' behavior, interactions, and academic work, such as "turn-taking procedures" (Schieffelin & Ochs, 1986, p. 177), because successful interactions in the classroom also support EAL/LAL students' academic success. Building relationships is one important step that is extremely important for refugee students (LAL); Tweedie, Belanger, Rezazadeh, & Vogel (2017) note that "a focus on rebuilding attachment, self-regulation, and developmental competencies in children from refugee backgrounds can provide such students a strong start to their Canadian school life" (p. 43).

Acculturation of EAL/LAL learners relate to how they feel about themselves as new Canadian learners, and how successfully they can navigate their environment (Genese & Gandara, 1999).

Another aspect of socialization for new Canadian students includes learning about formal and informal settings and recognizing the roles that different adults play in their lives. Many EAL/LAL students come to Canada from countries that may have different understandings of assigned and acknowledged female and male roles to those existing in Canada. EAL/LAL students will need to learn that in Canada male and female teachers and administrators are equally valued and respected, regardless of their gender expressions (Schieffelin & Ochs, 1986).

Bronfenbrenner's ecological model (1994) envisions the school system as layers of support for students that wraps around and support the students' needs emotionally, socially, physically and academically. Bronfenbrenner (1994) describes a system in which students are the center of an 'onion of care', where each layer consists of caregivers who connect and contribute to the educational and social context of the child. The model is made up of five concentric circles with the child at the center. Each layer indicates relationships and support to the child from the immediate family, peer and school followed by more distant circles representing neighbors, community programs and services, and local politics. The model situates the child as a part of a community that extends well beyond the family and school the child attends. Whether in a mainstream or in a *sheltered* program, EAL/LAL students, like all students, need to feel supported, and cared for, so that they can thrive socially and academically (Finley, 2018; Freire, 2000; Maslow, 1987; Noddings, 1995).

Factors Affecting Students' Mental Health and Well-Being

EAL/LAL students entering the public-school system in Canada do so for schooling, as well as for an education (Coulter, Wiens & Fenstermacher, 2009). The process is not an easy one

for most students, and for EAL/LAL students especially; between acculturation and learning English, the process can be an arduous one. It is important not to lose sight of the psychological adjustments required by new immigrants that are often stressful and challenging; this can promote new or exacerbate existing mental and health issues in students (Berry, 1997; Hener, Weller & Shor, 1997). The process of acculturation begins with culture shock that usually subsides with time, but may affect new immigrants severely (Oberg, 2006; Stewart, 2011). Furthermore, the period of culture shock and acculturation varies from person to person and is a sensitive and critical period. During this time, students require support and time to adapt to their new surroundings, social expectations and language (Cheung, Chudek, & Heine, 2011; Hener, Weller, & Shor, 1997; Mackay & Tavares, 2005; Remennick, 2004). The best setting for this time in EAL/LAL students' lives is in a *sheltered* EAL/LAL program. Moreover, health issues for immigrants can worsen with time, but the strain of acculturation can also bring previously existing conditions such as depression to the surface (Kirmayer, 2011).

Immigrants' realistic expectations of their host country and how welcomed they feel affects how they feel about being new Canadians, which in turn can impact their successful acculturation. Often, it requires decades for new immigrants to feel as though they fully belong to their transplanted home (Clement, 1996; Katz, 1982). Additionally, how immigrants feel in their new homes affects how they perceive themselves as members of that country (Clement, 1996; Katz, 1982). According to Hener et al (1997), one significant factor impacting how quickly immigrants acculturate is target language acquisition: "Mastering the host culture's language acts as a stress-buffer, reduces dependence on others and feelings of helplessness, thus increasing self-control and self-esteem" (p. 253; see also Spolsky, 2000).

EAL/LAL students' learning is influenced heavily by their unique worldviews, previous schooling and experiences. Furthermore, according to Tweedie, Belanger, Rezazadeh & Vogel (2017), refugee students suffer trauma in, "association with living in, and fleeing from, regions experiencing armed conflict" (p. 36). In supporting EAL/LAL students' well-being and academic success, it is important to help them to acculturate as these students often struggle with negative emotions such as homesickness, sadness, anger and anxiety (Eisenberger & Cole, 2012; Perreira & Ornelas, 2011; Watts-Taffe & Truscott, 2000). To appropriately support EAL/LAL students in the classroom, teachers should adopt a philosophy of humanism.

Humanism in language teaching. Humanism is a philosophy of being caring, supportive and humane in supporting the learning process with an emphasis on student-centeredness in classrooms (Freire, 2000). The idea of social justice and humanism in any class with a diverse population is important to ensure a positive classroom culture (Aloni, 2013). The significance of humanism in the EAL/LAL context is that it recognizes EAL/LAL students as human beings in need of understanding, consideration and appropriate programming. Furthermore, teachers of EAL/LAL students need to take the time to create safe spaces for a variety of knowledges, perspectives, learning methodologies and cultural approaches to building relationships (Coulter, Wiens & Fenstermacher, 2009). Finally, the role of educators is to be the facilitator and the guardian of students' hopes, dreams, and futures. Their role is to help EAL/LAL students reach their academic potential and to help them become the best versions of themselves with support, caring and skillful guidance (Coulter, Wiens & Fenstermacher, 2009; Ling, Jin, Tong & Tarmizi, 2014; Shahomy & Kanza, 2009; Stevick, 1990; Theoharis & O'Toole, 2011).

According to Maslow (1987), when education meets the needs of the individual in every way, through inclusion of their culture, languages, knowledge and experiences, it makes for a

more culturally responsive and humanistic experience. This, in turn, not only allows a learner to develop a new self-awareness, but also satisfies the conditions of basic human rights for all children (Russo, 2010). One of the specifics of the humanist approach is focusing on what learners' desire to learn, instead of teaching them what is perceived to be essential to acquire (Ling et al., 2014; Ling, Jin, Ng, Tong, Chong & Ariff, 2014).

Both the Bronfenbrenner model (Bronfenbrenner, 1994) of the EAL/LAL student's environment and the humanistic approach of EAL/LAL teachers in the classroom expound the need to work together to provide a caring and supportive environment so that EAL/LAL learners can thrive. Within the educational system of actors and receivers, there is an imperative for a symbiotic environment where all participants have a voice, and those with power use it for good, to support and protect the interests of the more vulnerable participants in their care (Coulter & Wiens, 2002).

Factors Affecting Students' Academic Success

The movement of immigrant and refugee students from one continent to another requires a huge leap of faith on their parts in a multitude of ways. Students and their families leave behind everything familiar to them including their languages, social mores, family members, homes, and memories (Stewart, 2011). Roessingh (2006) reminds us that it therefore behooves educators to provide support and guidance to best meet their needs: "They are strangers in a strange land, with the additional disadvantage of being unable to navigate in English" (p. 570).

As EAL/LAL students enter the school system, their initial contact with staff should be guided by efforts to build trust and communication, and mutual respect and understanding. Building trust with newcomer families and inviting them into the school community will benefit students academically in the long run (Roessingh, 2006). As the primary purveyor of the

student's educational programming and the person who frequently introduces Canadian cultural mores, the teacher becomes the face of Canadian education, and a connection between the family and the school. Consequently, teachers need to be conscious of the fact that immigrant parents of how schools operate in Canada, their expectations, may be different than the reality (Roessingh, 2006).

Because teachers play such a significant role in how EAL/LAL students feel, acculturate and learn in Canadian schools, it bears considering all educators' suitability and preparedness to fulfill such a role. Research indicates that pre-service teachers do not feel that their educational background is sufficient to prepare them for supporting EAL/LAL learners in the classroom (Roessingh, 2006). As a result, universities across Canada have tried to provide teachers with the requisite knowledge and background to prepare them (Roessingh, 2012; Roessingh, 2014). However, to date, many pre-service teachers who completed university programming venture into the classroom without feeling or being prepared to meet the language learning or socialization needs of EAL/LAL students. Literacy and language teaching is a cross-curricular expectation, and therefore every teacher's responsibility (Roessingh, 2012). Courses specific to teaching EAL/LAL students should be therefore required for all pre-service teachers regardless of their future teaching plans. It is too late once teachers enter the classroom and realize that they are not prepared to meet the needs of their students. Research has made it clear that pre-service teachers feel that due to their lack of academic pedagogical tools, when faced with the challenge of meeting EAL/LAL students' needs, they shift to survival mode (Kouritzin, Piquemal & Nakagawa, 2007).

The process of second language learning is complex. Often teachers will focus on ensuring EAL/LAL learners are immersed in English language learning; however, there is much

research to suggest that bilingual language learning is far better at helping second language learners achieve target language fluency successfully. For EAL/LAL students with a solid foundation in a first language, learning a second language becomes a process of transference of meaning and grammar. However, LAL students with no solid foundation in a first language (or in the schooling process) have a much harder time when faced with second language acquisition (Roessingh, 2018; see also Roessingh, 2012). Meaningful, active learning helps students learn the target language more effectively. Hands-on and task-based learning have been shown to be the most effective approaches in second language acquisition. When students are encouraged to undertake a more practical approach to learning, the knowledge and processes are more likely to be internalized (Roessingh & Elgie, 2009; Roessingh, 2014).

The educational system in North America is traditionally monolinguistic at its core. The idea of bilingual education or even the thought of encouraging students to employ their first languages to acquire a second one is not a natural approach here, where monolingualism has played a big part in our colonial history. These monlingual traditions extend to the transference of European values, beliefs and consciousness, so that the idea of wanting or needing to employ a language other than the Queen's English seems preposterous (Delpit, 1988; Geyer, 1993; Lan, 2011).

With colonialism woven throughout the fabric of North American history and teaching, it is not surprising that the educational system reflects the colonizer's beliefs and values. Those students born and raised within the dominant culture benefit from learning the overt and the hidden curriculum. As a result, they fare better than newcomers whose first languages and cultures often do not resemble that of North America; therefore, it is not surprising that EAL/LAL students are not as academically successful in mainstream classes as are native-born

students (Razfar and Simon, 2011). Without possessing an understanding of the language or the culture of their new homeland, EAL/LAL students find themselves at a disadvantage academically and socially (Beckett, 2002; Braine, 1996; Cummins, 1984; Wang, Many, & Krumenaker, 2008).

Furthermore, in the United States, the reliance on standardized assessment as a means of gauging achievement puts EAL/LAL students at an additional disadvantage. These assessments yield inaccurate results for EAL/LAL students in terms of their command of the culturally-steeped subject matter because they simply lack English language proficiency and cultural capacity. EAL/LAL students are generally less successful on standardized assessments and more likely to drop out of school (Franson, 1999; Harper & Jong, 2009; Theoharis, & Toole, 2011).

Second language acquisition for EAL/LAL students is more than just learning English. It is a dual-track process in which students develop 'basic interpersonal communication skills' (BICS) used for social interactions, and 'cognitive academic language proficiency' (CALP) for academic classroom learning (Cummins, 1984). Research conducted by Cummins (1984) indicates that EAL/LAL students can develop superficial BICS skills quickly; however, it can take years for second language learners to become proficient in CALP (Beckett & Slater, 2005; Williams, 2001). Moreover, how EAL/LAL students see themselves is closely related to the social relationships they can build. Social interaction, relationship building, and finding acceptance and caring among their peers allows students to develop their identities and to thrive as individuals (Bailey, 2000). Furthermore, due to a lack of a common language, even if English dialects are spoken (Kachru, 1996), English-speaking peers may view their EAL/LAL peers through a deficit lens. A lack of common experiences and knowledge(s) can also contribute to a negative climate where EAL/LAL students find it difficult to gain access or find acceptance in

the mainstream social strata of their school. The resulting social exile can lead to negative consequences such as low self-esteem, and slowed academic growth (Genese & Gandara, 1999; Penfield, 1987).

Making friends and feeling part of a community is extremely important for all students, including EAL/LAL learners. When trying to balance the demands of academics and the time needed to cultivate social connections, EAL/LAL students, who find it difficult to be successful academically (McKernan, 2008) due to their lack of literacy skills, may opt to focus on developing their social relationships rather than focusing on their current and future academic careers (Thesen, 1997).

EAL language programs. There are two distinct language programs aimed to support EAL/LAL learners. One type of programming is a *sheltered* transitional class for EAL/LAL learners (Fritzen, 2011). The second option for EAL/LAL students is placing them directly into mainstream classes, requiring them to learn English, acculturate, as well as meet the content outcome requirements on par with their English-speaking peers (Haas & Gort, 2009).

Mainstream, public-school classes are heterogeneous classes where, for the most part, teachers employ general curricular, grade-specific outcomes to teach the entire class. In this setting, there are no specific requirements for teachers to be competent in supporting students' specific or unique needs. Many educators teaching in the mainstream public-school system see EAL/LAL students as the responsibility of the student-services, or of EAL/LAL specialists, rather than their responsibility as subject-area specialists (Milnes & Cheng, 2008).

Sheltered EAL programs. Initial seclusion in transitional, *sheltered* programs provides EAL/LAL students with a safe, soft-landing place with a language-and culture-learning-focused context.

Once EAL/LAL learners show that they can meet grade level, course-specific outcomes independently within the *sheltered* classes, they are transitioned into "mainstream" classes. Research conducted in Ireland shows that a transitional program that is of flexible length, depending on students' academic needs (Lyons, 2010), is the best way to bridge the language and academic gaps of EAL/LAL students (Steffensen, Joang-Dev & Anderson, 1979). Furthermore, many researchers including Lyons (2010), stress that, because it takes EAL/LAL learners up to ten years to become fully proficient in English for academic purposes, it is important for EAL/LAL students to have enough time to acculturate and fill language and context gaps in transitional programs prior to entering the academic mainstream (Cummins, 1984; Daniel & Conlin, 2015; Nicholson, Miller, Schwertz & Sorokin, 2013). EAL/LAL learners may never attain native-like English speaking, reading, writing and listening skills (Chamot & O'Malley, 1996; Short, Fidelman, & Louguit, 2012); however, transitional programs allow EAL/LAL students to develop skills that will facilitate their learning of academic content and faster language acquisition. On the other hand, completing a transitional, *sheltered* program does not guarantee that students will feel ready for transitioning into mainstream classes. Often, EAL/LAL students lack confidence in their newly-acquired target language skills, and they feel insecure about whether they will be successful in mainstream classes. Moreover, mainstream teachers' expectations are often not in-line with the ability and needs of newly transitioned EAL/LAL learners. New teachers or teachers new to working with EAL/LAL learners can labor under misconceptions that impede their ability to be supportive of EAL/LAL learners. For example, teachers who believe EAL/LAL learners are cognitively challenged because they cannot speak English fluently, and those who believe that the English-only approach works best

do nothing to help EAL/LAL students find success or to fulfill their potential in mainstream classes (Reeves, 2006).

Mainstream classes and EAL learners. In the United States (and arguably in Canada), EAL/LAL is not seen as a subject requiring special consideration, even though, as Murakami (2008) suggests, "there is seen to be no real need for mandatory EAL teaching qualifications or specialist teachers as 'language development is the responsibility of all teachers'" (p. 267; see also Haas & Gort, 2009; Penfield, 1987; Roessingh, 2014; Stanosheck-Youngs & Young, 2001). Having said that, it is unrealistic to expect all teachers to be EAL/LAL experts without having the minimum requisite professional development; nevertheless, some leaders feel that all teachers should be able to manage the EAL/LAL student populations in their classes despite the greater linguistic, social, emotional and cultural needs that EAL/LAL students present (Barwell, 2005; Osman, Cockcroft, & Kajee, 2008; Sahlberg, 2013; Williams, 2001).

As in other parts of the world, mainstreaming is a popular approach to addressing the issue of EAL/LAL students in public-schools in Canada; however, unsupportive of EAL/LAL learners' needs it may be. An additional issue around mainstream or "regular program" classes, as they are often called in schools, is the fact that nowhere does it define what is meant by a "regular program" (Kouritzin & Mathews, 2008, p. 3).

Overall Student Support Needs

Familial factors. Among immigrant families, the cohesion of the family-unit has been proven to support second language learning of individual family members (Abu-Nader, 1993; Abu-Rabia, 1999; Chiswick, Lee & Miller, 2005; Ruiz, Pickler, & Jallo, 2013; Schwartz et al, 2009; Van Tubrtgen & Kalmijin, 2009). Furthermore, research conducted in Israel suggests that immigrant parents who migrated with greater cultural, social and linguistic capital ultimately

acculturated better. They were also able to support their children's learning far better than those who did not come as prepared (Abu-Rabia, 1996; Ginsberg, 2005; Gorodzeisky, Haratami, 1996; Sarid, Mirsky & Slonim-Nevo, 2014; Schwartz, Moin & Leikin, 2011; Stavans, 2012). The reverse is also true. External factors were found to negatively affect familial cohesion, and therefore cultural and linguistic acquisition, in particular, racism and marginalization resulting from new immigrants interacting with previously-settled immigrants (Carmon, 1998; Clement, 1980; Darder, 1993; Howard, 2000; McDermott & Varenne, 1995; Menken & Kleyn, 2010; Nakata, 2006).

Socialization is a process by which second language learners acquire a knowledge of symbolic, ideological, linguistic and cultural capital allowing them to navigate the mores of their second language society successfully by adjusting their identities, languages and registers (Aisicovich, 2012; Ochs, 2000; Pavlenko, 2001; Wenger, McDermott, & Snyder, 2002). However, in moving to a new country, the family unit loses some of its power to both influence socialization and use language to maintain cohesion within the family unit. The second language impacts the family like shrapnel, fragmenting the familial body by creating communication problems through the introduction of the second language into the home (Wong-Fillmore, 2000). Moreover, introduction of the host country cultural capital may not be appreciated, understood or accepted by all members of the family equally, causing familial dissonance (Kopeliovich, 2011). The process of negotiating the new country's social and linguistic landscape can be challenge on the family level and the individual level (Wong-Fillmore, 2000).

Another factor impacting the familial unit in a second language context is the chasm that often occurs between generations within the family when young children learn their L2 better than their family L1 (Chomsky, 1965; Han & Selinker, 2001; Kouritzin, 1997; Kouritzin, 1999;

Roberts, 1994; Wong-Fillmore, 2000). Parents often begin to rely more on their children after moving to Canada because of the children's rapidly-growing linguistic skills in English as compared to their own. Unfortunately, if children do not maintain their first languages, they eventually may lose their ability to communicate effectively with their parents and grandparents (Abu-Rabia, 2010; Brown, 2005; Calderon, Hertz-Lazarowitz & Slavin, 1988; Cancino, De Temple, & Schley, 1991; Cardenas-Hagan, Carlson & Pollard-Duodola, 2007; Ecke & Garcia, 2015; Kouritzin, 2006; Snow, Kozminsky & Leikin, 2009; Wong-Fillmore, 2000).

Teacher Readiness and Professional Development

EAL/LAL students' success in mainstream classes is also affected by teachers' readiness, as many mainstream teachers lack EAL/LAL-specific pedagogical background, education in the mainstream classes focuses on teaching and learning exclusively in English. Even though research has shown that English-only settings do not meet the needs of EAL/LAL learners, this is a theory that continues to persist in many public-schools (Abu-Rabia, 1999; Burdick-Will & Gomez, 2006; Haim, 2014; Kouritzin, 1999; Kleinberger, 1967; Kozulin, & Garb, 2004; López, & Tashakkori, 2006; Sahlberg & Boce 2010; Valenzuela, 1999; Van Ngo, 2009; Yates & Wahid, 2013). Teaching EAL/LAL students requires a breadth of knowledge that cannot be simply learned 'on the job' (Murakami, 2008). Furthermore, Murakami (2008) conducted research regarding the underachievement of EAL learners in UK schools, concluding that despite significant research and awareness by those at all levels of the political strata regarding the importance of content-specific language learning, neither students nor teachers received requisite supports to engage content and language integrated learning (CLIL).

Most teachers of mainstream classes recognize that they are unable to meet the needs of EAL/LAL students in their classes. They have neither the time to read the research, nor the skills

necessary to meet the needs of these students; consequently, EAL/LAL learners suffer in an environment devoid of language learning support in comparison to their English language speaking contemporaries (Lyster & Ballinger, 2011; Ma, 2012; Penfield, 1987; Song, 2006). In some contexts, such as in Ireland, teachers are assigned to teach EAL/LAL classes to complete their 100% teaching load, rather than because they are EAL/LAL experts, rendering their support "both marginal and haphazard" (Lyons, 2010, p. 291; see also Clair, 1995).[1] Moreover, teachers unfamiliar with the process of language learning were more likely to misjudge the success of student learning, and therefore erroneously labeled language learners as cognitively challenged rather that EAL (Tangen, & Spooner-Lane, 2008).

However, teachers tasked with meeting the needs of EAL/LAL students in their regular classes are, in most cases, no better prepared to meet students' academic, social or emotional needs than teachers in EAL/LAL- program schools. As a result, many teachers inaccurately identified EAL/LAL students as exhibiting learning challenges (Tangen & Spooner-Lane, 2008), marginalizing students yet further (Murakami, 2008, p. 279; see also Elfers & Stritikus, 2013; Miller, 2011). A lack of understanding of EAL/LAL students' needs can lead to teacher frustration and stress. Furthermore, prolonged frustration, a lack of professional development and non-existent systemic supports can lead teachers to view EAL/LAL students in a negative light (Brooks, Brant, Abrahams & Yandell, 2012; Peercy, 2011). It behooves those in positions of

[1] This is not exclusive to Ireland, or to K-12 classrooms. In some university contexts, courses in cross-cultural education, multicultural education, or "diversity" are mandatory; they are then assigned to non-specialist faculty members who need to fill their teaching loads.

power to make the necessary adjustments to ensure EAL/LAL students receive appropriate educational programming (Mistry & Sood, 2010, p. 112).

It is difficult to place blame solely on teachers of EAL/LAL students for not being better prepared to meet the challenges of teaching these students without first assessing the requirements of teacher education programming at the post-secondary level (Krumenaker, Many, & Wang, 2008). In British Columbia, as of 2007, there were no required EAL/LAL courses for pre-service teachers, a situation that is typical across Canada (Desrochers, 2006; Farrell, 2013; Haworth, 2009; MacNevin, 2012; Schick & St. Denis, 2003; Toohey & Derwing, 2008). As a result, a lack of support for both EAL/LAL students and EAL/LAL teachers within a school community is unfortunately common and widespread (Samson, 2015). Liggett (2010) found that in the United States, the locations of EAL/LAL programs were physically isolated or separated by being, "located on the edge or outside of the main school building" (Ligget, 2010, p. 225).

In Manitoba, there is a similar lack of capacity-building in pre-service teachers attending post-secondary institutions, as described by Kouritzin and Mathews (2008):

> Although qualified teachers who can speak the target language are required in heritage programs, the same does not hold true of ESL [a.k.a. EAL] teachers . . . it is possible to obtain credentials from all three of Manitoba's largest universities without instruction on the needs of ESL students. (p.10)

Perhaps the bigger problem is that in all the universities in Manitoba, there are second language education specialists teaching everything from individual classes to entire programs in EAL/LAL student instruction and inclusion, but there are no specific requirements from the divisions that teachers take courses in EAL/LAL pedagogy. While the Ministry of Education has mandated that pre-service teachers must take at least one three credit hour course in educational

diversity, students nonetheless continue to make 'diversity requirement' choices that do not include EAL/LAL instructional practices, and schools, even those with large EAL/LAL student populations, continue to hire teachers without EAL/LAL-specific qualifications. Finally, when in-service teachers identify the need for leadership and direction from administration to better support EAL learners, it should be incumbent upon administration to provide staff with the tools and/or support to be successful, but this is frequently overlooked (Mistry & Sood, 2010). Such direction may be as simple as helping teachers access courses on-line or face-to-face. It is perhaps not unreasonable to ask teachers to engage in some professional development outside of the school walls. Although when it comes to professional advancement such as moving from the classification of "teacher" to "administrator," teachers seem to be perfectly happy to complete a Master's degree in Educational Administration if that is what it takes for them to advance professionally.

Neoliberalism and its Impact on School/Teacher Supports

The impact of neoliberalism, as an orientation, ensconced in the running of educational systems, translates into the systematic marginalization of vulnerable students, such as EAL/LAL students who are located outside the bubble of cultural currency. While living on the edges of academic, social and cultural capital within the educational system, EAL/LAL students are likely not only to struggle with curricula and acculturation, but also, to become vulnerable to a growing membership in fringe subcultures. In other words, EAL/LAL students can become gang bait:

> Accordingly, in a neo-liberal era wherein the urban underclass is left to fend increasingly for itself, gang involvement offers one means to challenge conventional demarcations of legitimate commerce, to contest spaces of inequality, to disturb practices of exclusion,

> and to displace normative notions of marginality. (Buddle, 2014, p. 310; see also Mahmud, 2010)

This disadvantaging of EAL/LAL learners does not occur by happenstance, it is an incremental process that happens because of the input of many players including senior administration, school principal and vice principals, and teachers.

Not only do school administrators and senior staff create and enforce policy, they are also guided and influenced by policy, or memoranda that are developed at the Board level in conjunction with senior administration. However, where policy governing EAL/LAL students' education is concerned, there are none aside from a few memoranda. According to Kouritzin and Mathews (2008):

> None of the [Manitoba] school Divisions contacted (admittedly few) have an official written policy for the implementation of ESL funds from the Department of Education, or, we might add, for ESL instruction. (p. 11)

Ideally, policy should work to serve all its stakeholder; however, EAL/LAL stakeholders are not included in these decisions (Howe, & Ashcroft, 2005; Rolstad, Mahoney & Glass, 2005). Neoliberal policies regarding monolingualism are just one step on the road to pushing EAL/LAL learners into a one-size-fits-all context; otherwise known as mainstream classes. Even though it has been demonstrated worldwide that a separate, *sheltered* contexts support EAL/LAL students' needs best, there is a movement in the establishment of policy-making to shift education policy towards mainstreaming all learners (Alanis, 2000; Daniel & Conlin, 2015; Little & Sanders, 1989; Osborne, 2008; Platt, Harper & Mendoza, 2003).

Administration, including principals and vice principals have the primary responsibility for the kind of culture that permeates their schools. It is important that the culture they promote

is conducive to supporting teachers' professional development, and EAL/LAL students' learning, with an inclusion of multiculturalism and multilingualism. It is also important to recognize EAL/LAL students for their cumulative experiences, their histories, and their families, all of which should be welcomed into the school (Marx & Saavedra, 1995). A truly inclusive system demonstrates some specific characteristics were students feel that they belong and they are cared for (Theoharis & O'Toole, 2011). In a democratic society, an equitable system ensures every child's needs to be met; therefore, moral education necessitates that each child is perceived as having intrinsic value and potential, and should have equal opportunities (Kleinberger, 1967).

In theory, teachers work with administrators in the school system to create valuable and meaningful academic experiences for all students. If multiculturalism and multilingualism are not a part of the school culture, EAL/LAL learners become excluded from school-life academically and socially. The school system labels students and classes all the time: French Immersion, International Baccalaureate; however, these are not perceived as negative labels or a mean of segregation because they are considered "positive" academic pursuits by administration and staff with a focus on the courses and not the students taking them, unlike the case with EAL/LAL-specific *sheltered* classes. Marx and Saavedra (1995) point out that labeling second language learners as ESL can be detrimental to their progress because it focuses on the student and not their academic pursuits: "The "ESL" label was used as a dangerous discourse that enables the continued erasure of the real bodies and lives, as well as the economic and political conditions [of students]" (p. 423).

So, is it any wonder that EAL/LAL students get caught up and suffer because of this categorization process? One could argue that identifying students who require additional language support makes them entitled to specialized classes or resources that provide social,

emotional, and academic benefits (Ashworth & Wakefield, 2004). However, back to the theme of neoliberalism and marginalization, because creating additional specialized *sheltered* classes for EAL/LAL learners would be a fiscal burden to the Division, many Divisions instead choose to send EAL/LAL learners to regular classes. Ideally, in a system of equity and democracy, divisions would provide students with care and support in a specialized program or in mainstream classes that would allow them to acculturate, learn the lingua franca (Kachru, 1996), become more independent and move to a more content-area-focused academic stream.

How administrators and teachers perceive EAL/LAL learners, impacts the programming that is offered to them. Research has shown that the negative perception and the lack of support for EAL/LAL students' cultures and languages is problematic and disadvantages EAL/LAL learners (Larson & Ovando, 2001; Mistry & Sood, 2010). Over time, a marginalization of EAL/LAL students' needs and rights to equitable education becomes business as usual, accepted by all and questioned by none (Ligget, 2010; Penfield, 1987).

How teachers perceive students in their classes, who they are and what they bring into the learning experience affects how they treat these students. A lack of awareness or valuation of multiculturalism leads many teachers to structure their classes with a monolingual and monocultural backdrop, excluding the richness and wealth of knowledge that their students bring into their classrooms. Across Canada, public schools claim to value and uphold the ideals of multiculturalism but that is not possible without a valuation of multilingualism, one cannot exist without the other (Hanna, 2011; Kouritzin, 2012: Kouritzin, 2017).

A monolingual academic setting that does not consider the needs of EAL/LAL learners is one of the greatest factors why EAL/LAL learners struggle in Canadian schools. Moreover, divisional managers and senior administrations enshrine these processes in memoranda, making

it very difficult to change how EAL/LAL learners are perceived and taught. Kouritzin (1997, 1999), has demonstrated how theories driving policies supporting monolingualism are counterproductive. For example, EAL/LAL learners do not always become fully competent in either the first or second language (Kouritzin, 1999), unable to learn English to a level of fluency, while losing their first language fluency and competency in the process of trying to acquire English (Wong-Fillmore, 2000). Finally, the thought that must be entertained is: What if English is not the most important language, and what if it is not a necessity to know English to learn about the world we live in or to make it a better place? Kouritzin (2012) puts the debate of monolingualism in a mainstream system in perspective:

> While the realization that society and our schools are preparing citizens for imagined communities in which English and all things associated with English are at the top of a hierarchy, there may be hope in the picture, in that it is possible to imagine a different future. (p. 478)

It seems clear from the research that there are gaps in public education, from the imagined multicultural nature of Canada that does not embrace multilingualism, to the lack of coordination between the education of pre-service teachers and the complex needs of EAL/LAL students in public school classrooms.

In Chapter Two I reviewed the relevant literature as it relates to EAL students' acculturation, academics and other factors that impact EAL/LAL learners' success. In Chapter Three, I will summarize the theoretical framework of this study, the methodology I employed, and the significance of possible outcomes.

Chapter III: Methodology

In this chapter, I describe the conceptual, theoretical and analytical frameworks of this study. I also describe the methodology and process of my research project.

Conceptual Framework

I have worked as an EAL/LAL 'specialist' in one metro school Division in Manitoba, Canada for nine years. During that time, I have come to believe that there are factors in place that negatively impact EAL/LAL students' abilities to access equitable and appropriate education as easily as their native English-speaking peers. In this study, I hope to illuminate the reasons for this. I also believe that there is a philosophical breakdown in the thinking of teachers and administrators who do not perceive EAL/LAL learners as students, but rather as problems that need to be solved by someone other than themselves.

Using interviews as the primary form of data collection, this study explores the beliefs that teachers and administrators in one metro school Division hold detrimental perceptions, such as those I have just alluded to, about EAL/LAL students. Negative perception and belief-systems can affect how school cultures develop around EAL/LAL students and their needs. In turn, such attitudes impact how much support and resource assistance schools can seek and provide to their EAL/LAL populations. By bringing these issues to the forefront throughout this research project, I hope to highlight the importance of positive perceptions and beliefs (Lave & Wenger, 1991; Wenger et al., 2002). I also hope to gauge the perceived availability and effectiveness of resources that can support teachers, classrooms and schools to improve EAL/LAL students' educational opportunities.

Theoretical Framework

The foundation of this study is the belief that all students in the public-school system deserve equitable and appropriate educational experiences. The theoretical frameworks of this project include: 1) communities of practice; 2) equity and social justice; 3) Critical Theory and 4) language socialization. In semi-structured interviews, teachers and administrators were asked a series of questions (Appendix E – teachers; Appendix F – Administrators) aimed at answering the four research questions below, first mentioned in the introduction (p. 21):

1. How do teachers and administrators perceive EAL/LAL students and how do these perceptions impact EAL/LAL students' opportunities?
2. How is the teaching of EAL/LAL students connected with policy -- for example, the stated divisional priorities (Safe Caring Inclusive: 2015/2016 Annual Report to the Community, 2015, p. 4)?
3. How do administrators support teachers as they work to support EAL/LAL students learning?
4. How do teachers work to support EAL/LAL students?

The overwhelming preponderance of research regarding the best practices for EAL/LAL students should inform metro school-division educational policies, and the allocation of funds. However, aside from the neoliberal focus on budgets and disbursement of funds, public-school districts are communities. These communities function as a means for delivering the educational curriculum, and as primary locus of socialization and support for EAL/LAL students, school staff and the families they work with. A critical filter of the data reveals gaps and a lack of equity in the perception and programming that EAL/LAL learners receive, one notable issue being language socialization.

Community of practice. A school is a system supported by many layers of educational and administrative specialists whose role it is to work together to meet the many needs of all students (Bronfenbrenner, 1994). According to Wenger et al. (2002), 'communities of practice' such as schools and school-divisions, benefit from a depth of knowledge and a sociocultural approach to coexisting professionally; they interact to meet stakeholders' needs, those stakeholders being students, parents, teachers, administrator and the community.

The exchange and development of knowledge in an institution such as a metro school Division is rooted in explicit and tacit knowledge, and steeped in a unique, specific culture and a set of beliefs that, in turn, all affect practice. In other words, schools and school divisions are communities of practice. EAL/LAL students are among those who do not participate fully in the school-system or its culture because they do not have a voice or access. They remain on the edge of the school-community and do not fully engage; they are neither participants, rather they are those Lave and Wenger have termed as "legitimate peripheral participants" (p. 115). Lave and Wenger (1991) suggest that, "the concept of community underlying the notion of legitimate peripheral participation, and hence of 'knowledge' and its 'location' in the lived-in world, is both crucial and subtle" (p. 115). Not all cultures, knowledges or languages are valued and neither are the immigrants and refugees who bring them. In time, EAL/ LAL learners should be able to fully access the artifacts and processes available in the sociocultural context of school; however, for this process to occur, students need support and guidance from teachers and administrators who will ensure both accessibility and equity.

In my Division, the community of practice includes mainstream and *sheltered* classes. Mainstream classes focus on the curriculum and are designed to teach and challenge English-speaking students. *Sheltered* EAL/LAL classes, whether grades five through eight, or nine

through twelve focuses on helping second language learners with their language acquisition and acculturation with a view to gradually transition them into mainstream classes once they are ready academically, socially and emotionally.

Equity and social justice. I believe that students' learning is affected by social issues such as the attitudes of teachers and administrators about EAL/LAL students and their connection to the school community. As much as a decade ago, Kouritzin and Matthews (2008) described the education provided to EAL/LAL students in Manitoba as inequitable (and therefore unjust), and suggested how this might be changed in the future:

> Currently, ESL programs are often regarded as remedial classes, while ESL professionals are not afforded the same respect as their regular classroom colleagues. Often public-school ESL teachers are given second-rate facilities, second-rate jobs, or those otherwise marginalized. In some schools, ESL students are mainstreamed, ready or not. (p. 12)

Even though the knowledge of these pitfalls has been in the educational ether for more than a decade, these issues continue to persist within the educational system.

It is the moral duty and responsibility of every Division, school, administrator and teacher to ensure that all children's needs are met (Kleinberger, 1967). Policies enshrining these duties and responsibilities should include ones developed for the purposes of supporting EAL/LAL learners' educational programming (Reeves, 2004), and their contributions to our multicultural and multilingual heritage, embracing all and excluding none (Howard, 2000). The marginalization of EAL/LAL students, based on their first language is as heinous as a racist slur (Shohamy, 2007). Ensuring teachers of EAL/LAL learners are as well-prepared for the task at hand as are teachers of any other curricular area is a must (Lewis-Moreno, 2007). Finally,

educators' perceptions of second language learners need to move beyond assumptions that they are struggling, cognitively challenged or incapable of being successful (Lewis-Moreno, 2007).

Critical Theory. Through the lens of Critical Theory (Ladson-Billings, 1998), this project interrogates the data to ascertain whether EAL/LAL students have equitable access to education (Howe, & Ashcroft, 2005; Rolstad, Mahoney & Glass, 2005). Because "critical . . . theory sees the official school curriculum as a culturally specific artifact designed to maintain a . . . master script" (Ladson-Billings, 1998, p. 18), I am interested in understanding how schools, administrators and teachers perceive EAL/LAL students through this lens. According to Ladson-Billings (1998), the roots of this theory have a well-documented history: "[This] ideology emanates from the work of Gramsci (1971) and depends on the Gramscian notion of 'hegemony' to describe the continued legitimacy of oppressive structures in American society" (p. 10). By viewing the data through this lens, I will ask questions about the marginalization of EAL/LAL students within a public-school system, and how this relates to public-school policy. I will be examining my data to understand how power operates in an educational system that prioritizes one language, culture or demographic often at the expense of another, and how the power relations are influenced by the racialized identities of students.

Language socialization. Children learn about the world while at the same time negotiating meaning about the world through language. Usually children learn their first language from their families. A somewhat different perspective on language socialization is offered by Ochs (2000), who suggests that, in the context of a school, learning is a reciprocal process: "Socialization is ultimately a two-way street, in that more and less experienced members learn from each other . . . to navigate and construct the human condition" (p. 232). Socialization plays a role in school-systems where relationships between staff and students play

a significant part of doing business daily. From this perspective, this study asks whether EAL/LAL programming is affected by the academic and practical qualifications of teachers of EAL/LAL students. Research suggests that teachers of EAL/LAL learners are not given the same opportunities to build their repertoire of knowledge and skills to ensure that they are confident, competent and effective in their role as educators of EAL/LAL learners.

To sum up, communities of practice, in this case -- school divisions, should be inclusive, inviting and engaging with all stakeholders to support the growth and success of all students. All students should be seen as valuable members of the community who bring with them unique knowledges, a variety of languages and potential to become productive members of society given appropriate guidance and support. Further, such a community should ensure that the staff tasked with the well-being and growth of all students are prepared and supported in teaching EAL/LAL.

My Role within the Research

As an immigrant, student, teacher and researcher, I often feel as though I am part of many communities of practice. Looking through my researcher lens, I operate in an interpretive constructivist paradigm characterized by belief in a reality co-constructed between myself alongside the participants. An interpretive constructivist methodology requires that I be positioned in a way that acknowledges my place with respect to the study (Creswell, 2007; Walsham, 2006). Finally, as an itinerant teacher, I play a specific role in the Division but also, I have limited visibility and actionable freedom. I play more of a supportive position, rather than an evaluative one. I am not in a position of power over the participants; in fact, when I interviewed the 10 administrators, it is possible to argue that those participants were in a position of power over me.

When I reflect on this research, I suggest that my initial experiences as an immigrant in an elementary-school student in the Canadian public-school, without English language skills, played a role in how I became who I am today. I am a teacher of EAL/LAL language learners, and an advocate for social justice and equity in the schools. I am a vocal educator pushing for professional development and support for teachers of EAL/LAL students. I am an instructor of pre-service teachers at the University of Winnipeg, using that classroom as a platform to advocate for EAL/LAL students and appropriate programming. Today, working as a divisional EAL specialist, and a researcher, I know that my EAL experiences shaped and led me here.

Insider/outsider research. I see myself not only as a researcher but also a participant in this research project. I was a teacher of EAL/LAL students and I was also an EAL student myself therefore, I move between the insider and the outsider perspectives. I have been, and continue to be in a position of advocacy where I can give a voice to EAL/LAL learners who have not found their voices yet. However, as an educator who has lived in Canada for over thirty years, I am also an outsider, as I no longer occupy the same realm of second language acquisition and acculturation as those students do; therefore, I am conscious of my position of privilege:

> Researchers in transcultural, translinguistic contexts are aware that marginalized peoples frequently have no voice in the research or education that impacts them, while privileged others co-opt the right to define and describe their lives, their learning, and their identities. (Kouritzin & Nakagawa, 2018, p. 2)

New Canadian students, upon arrival, live in an in-between world, in an imagined community based on reality, hope and loss. As they put down new roots in Canadian experiences and institutions, their imagined communities become realized through transnational and translingual social, academic and work connections. I do not claim to know or understand all the

cultures and languages that the EAL/LAL students who come to our schools bring with them. My goal as an educator and a researcher is to show respect and shed light on inequities and challenges experienced by students; as well, I empathize and feel their disappointment as a fellow immigrant who faced those same challenges and inequities. As a university researcher, guided by a REB that values the methods, tools and processes of English-speaking Western Knowledge systems, I am mindful, when speaking about immigrant experiences, needs and hopes that I uphold, "confidentiality, and agency, all of them relating to measurements of risk versus benefit, and attempts to mitigate risk" (Kouritzin & Nakagawa, 2018, p. 2). In the end, there must be a benefit to the EAL/LAL students and their teachers I write about, and a positive and meaningful change to programming and to the policies guiding that programming for the research to be worthwhile and purposeful. Upon the completion of this research process, I will disseminate my findings to those who participated in the interviews. My hope is that not only will they benefit from the experience of participating, but also, they will see how the findings can move education forward to being more equitable for all students. Finally, I am committed to a non-extractive research paradigm, one in which, ". . . the process of research [is] as validating, endorsing, and important as the product of research, [one that is seen to] benefit the participants" (Kouritzin & Nakagawa, 2018, p. 10).

Data collection in this study meant interviewing 20 participants. The significance of the number of participants is that 20 interviews from five different viewpoints allowed me to gain multiple perspectives on issues. The 20 interviewees included: 1) three teachers from EAL/LAL-*sheltered* program schools, and 2) seven teachers from non-EAL-program schools who have EAL/LAL students in their classes. I also spoke with 3) four vice-principals, five principals and 4) one assistant superintendent in charge of the portfolio of EAL/LAL in the Division. Teachers

and administrators represented elementary, middle and senior years' schools to help me develop an understanding of how EAL/LAL students are perceived at all grade levels, and how they are supported at each of the levels. By interviewing teachers at EAL/LAL-program schools and non-EAL/LAL-program schools, administrators from EAL/LAL program schools and non-EAL/LAL-program schools, the topic was illuminated from different perspectives, yielding rich data. Additionally, by recording the interviews, I could analyze the participants' responses at leisure, and I was able to develop themes across the grade-levels and positions to synthesize my understanding of how educators in this Division perceive EAL/LAL learners.

The process of interviewing, transcribing and analyzing the data was an arduous, multi-step process. After interviews were transcribed, I categorized by type first: program schoolteachers (PST), program school administrators (PSA), non-program schoolteachers (NPST), non-program school administrators (NPSA) and assistant superintendent (AS). The teachers and administrators were also classified according to the grade-levels they worked in: early years (EY), middle years (MY), or senior years (SY). Further, administrators were identified as principals (P) and vice principals (VP).

Data Collection

Participants were invited via letter to take part in the interviews, but were free to decline with no repercussions. I used two sets of semi-structured interview protocols and to interview the 10 teachers and 10 administrators (Appendix E – teachers; Appendix F – Administrators). Each interview lasted between 45 to 60 minutes; however, a couple of interviews lasted closer to two hours, as the participants felt comfortable sharing their thoughts. My purposeful selection of participants was designed to better inform my study (Creswell, 2007). Also, I kept a log of field

notes that I wrote after each interview was conducted to note things that would not be apparent on the audio-tape, such as demeanor, and body language.

Interviewing. Prior to interviewing, I secured divisional consent for my study from the Superintendent's office (Appendix A). I then responded to participants who had indicated that they were interested in participating and I asked them to sign a consent form (Appendix B) prior to conducting the interviews. In accordance with my ethics approval, I informed each participant of their right not to answer questions or to stop the interview at any point without repercussions. At the outset of the interviews, I established a comfortable rapport with each interviewee by asking some general questions. I followed up with probing questions to allow them to share their feelings and experiences regarding their work with EAL/LAL students (Schultze & Avital, 2011). By using a semi-structured approach to my interviews, I facilitated my interviewees' ability to diverge from the main questions if they wished to share details, anecdotes or personal experiences that informed my core questions (Schultze & Avital, 2011).

All interviews took place between August 10, 2017 and October 4, 2017. The interviews took place in a variety of settings chosen by the participants to ensure their comfort and conduciveness for audiotaping. Most teachers asked to be interviewed at their schools as they were setting up their workspaces for the start of the year. Most administrators chose to be interviewed in their offices outside of work hours. Finally, two teachers chose to come to my office to be interviewed. Interviews were audio-recorded and were transcribed verbatim by me. After interviews were conducted, participants were asked to member-check their transcripts for accuracy and completeness.

Data Analysis

When interviews are the primary source of data, it is important to distill the meaning each participant shares to shed light on the issue at hand. Additionally, as described by Hsieh & Shannon (2005), it is important to develop a system of coding themes and to go back to the data recursively to ensure completeness and comprehensiveness. The interviews with teachers and administration were transcribed, and then written into a narrative using quotations from the interviews to illustrate the perceptions teachers and administrators had about EAL/LAL learners in their schools. Each narrative was coded for themes and those themes were further analyzed with reference to the research questions. After themes are identified and codes established, I sorted the codes into relevant categories and linked categories to build meaning out of the data across all the questions.

In addition to the information summarized in table 2.0, I also summarized my field notes. After this process was completed, I then analyzed the data in terms of communities of practice, equity and social justice, Critical Theory, and language socialization. I looked at the data as evidence of a divisional culture, as well as a personal one that spoke to the kinds of personal philosophies founded on the legitimization of the marginalization of EAL/LAL learners in the Division. The responses that I received allowed me to narrow the themes and to gather them together giving rise to a pattern of beliefs and motivations that clearly drive administrators to dismiss the necessity of EAL/LAL coursework for pre-service teachers and the right of all students including EAL/LAL students the access equal and appropriate education. Moreover, the fact that some educators viewed the first languages spoken by EAL/LAL learners and their cultures and knowledges as lacking value if not a hindrance to their academic progress further spoke to the systemic marginalization of a segment of the Division's demographic. To that end, I

interrogated the transcripts through a critical lens to further clarify the hegemonic context that EAL/LAL students must navigate in the public schools in my Division.

Limitations and delimitation. During this research process, I was the only researcher who conducted the interviews, gathered and analyzed the data. As a result, the perspective of one researcher could be a limiting factor, as all the information was filtered through my perception. Additionally, it was difficult to ensure complete anonymity for the participants, but every effort was made. All participants, including teachers, administrators and the assistant superintendent were assigned pseudonyms. Identifiers such as gender, school, and age were removed as much as possible. The likelihood of the identification of a specific teacher or administrator from the narrative would be difficult because the Division is one of the largest in the province, and there are numerous teachers and administrators who work here. However, there are only four assistant-superintendents at the board office. When speaking to Morgan, I discussed the possibility of being identified from the narrative, and Morgan stated that this was not an problem or a concern.

Validity. According to Lincoln and Guba's (1985; see also Erlandson, Harris, Skipper, & Allen, 1993; Smith, 1990) criteria for validity of qualitative research, research must be functional in a variety of facets including: credibility, transferability, dependability and confirmability; triangulation of data gathered aims to meet this goal. Credibility relates to the truth that the findings reveal. Transferability relates to how the findings, in this case how EAL/LAL students were perceived by educators and administrators, could be applied to other, similar contexts. Further, dependability and credibility speak to how consistent, replicable and unbiased the findings were.

I ensured the credibility of my research by triangulating the data through a variety of interview sources including teachers, vice-principals, principals in both EAL/LAL-program and

non- EAL/LAL-program schools, and one assistant-superintendent. I also kept field notes about each of the interviews. Transferability and confirmability were demonstrated through triangulation, and the rich narratives and examples I employed to demonstrate how interviewees felt about EAL/LAL learners. Dependability was ensured through a rigorous critical lens that I used to interrogate the data (Lincoln & Guba, 1985). Also, to obtain rich, meaningful data, I was careful to maintain a non-judgmental demeanor.

Ethical Considerations

Research instruments. This study used two different interview protocols, one for teachers (Appendix E) and one for administrators (Appendix F). The types of questions I asked pertained to the participants' demographics and backgrounds, experiences, feelings, and knowledge (Rosenthal, 2016). All participants who signed consent forms and took part in interviews, did so freely; member-checking ensured that what they said was what they meant to say and that the transcripts fully summarized their experiences and thoughts. Also, any outstanding questions that came up were answered during member-checking.

Risks and benefits. The 20 participants' identities were anonymized and pseudonyms were used. It is my hope that the interviews brought issues to light for the participants related to EAL/LAL learners and how these students' access to programs and services affects their learning. Further, it is hoped that the interview experience helped participants reflect on their beliefs about *sheltered*/inclusive or both types of programming.

Feedback and debriefing. All participants who indicated that they wished to receive a summary of the results will receive one no later than September 2018. The summary of the study will be devoid of personal identifiers (such as race, school and name), and will be sent via mail or email depending on the preference participants indicated. Others who will receive the

summary will include the advising professor, the examining committee, and the superintendent of the school division.

In Chapter Three, I outlined the research methodology and the process I followed including, the researcher's role, the selection of participants, the sources of data, the data analysis, the critical lens I employed in the analysis, and how I adhered to all ethics requirements. In the following chapter, I discuss the findings based on the teacher and administrator interview protocols, as well as my field notes summary.

Chapter IV: Presentation of Findings

In this chapter I will present the findings synthesized for the data I gathered across 20 interviews along with my field notes. I used two different interview protocols to gather my data, one for teachers (Appendix E) and the other for administrators, including the assistant-superintendent (Appendix F). The first two questions on both protocols that were asked of teachers and administrators were summarized in Table 1.0 (pp. 77-79). Questions were asked about each teacher's demographics, educational background, their teaching experience and the grades each taught in the past. The questions summarized in the table pertaining to administrators included their demographics, perceptions of how their previous assignments shaped them as administrators, and their teaching experiences prior to becoming administrators.

All the teachers and administrators seemed relaxed and comfortable sharing their experiences and elaborating on their stories as needed. Although interviews were to be between 45 and 60 minutes, some were closer to two hours long. I found that it was easier to discuss EAL/LAL learners, their needs, and the challenges associated with teaching EAL/LAL learners with those teachers who had hands-on experience working with them, in both EAL/LAL-program schools and non-EAL/LAL-program schools. Administrators, even those working in EAL/LAL-program schools found it challenging to speak to their experiences supporting EAL/LAL learners as they had much less direct involvement with the students. The administrators spoke in more theoretical terms about EAL/LAL planning, teaching, assessing and the associated challenges.

Summary of Participant Demographic Information

All the participants shared their length of teaching career and the path they took, where they taught and their current positions. All the educators had worked in schools between six and

24 years, with an average of 19 years experience as educators. All the teachers and administrators, whether in EAL/LAL-program schools or non-EAL/LAL-program schools had had some experience working with EAL/LAL learners, whether they had worked as a teacher or administrator, or whether there had been EAL/LAL learners in their regular classes. Despite most of the teachers having had many years of experience, none verbalized a plan to access formal academic or professional development to help them navigate any past or current challenges they faced teaching EAL/LAL students. Also, in my conversation with administrators, I found that some of them had a hard time remembering all the programs that their schools offered, as they were coming off summer break and were not yet in the school-year frame of mind.

Data in the table was coded as follows: non-EAL program school administrators (NPSA), Non-EAL program teachers, EAL program administrators (PSA), EAL program schoolteachers (PST), non-program schoolteachers (NPST), and finally assistant superintendent (AS). The levels of schools were shortened as follows: early years schools, Kindergarten - grade 4 (EY), middle years schools, grades five through eight (MY) and senior years schools, grades nine through twelve (SY). Principals were coded as (P), and vice principals were coded as (VP).

Table 1.0. Participant Demographic Data

Participants' Pseudonyms	**NPSA**	**NPST**	**PSA**	**PST**	**AS**	**Q: 1 (Length of time as an educator& work history)**	**Q:2 (context in current school)**
Sam	EY P					- 20 years -taught 16-years EY -5 years in MY	-EY diverse demographic
Hayden	EY P					- 30 years -taught MY -working in different positions broadened horizons	-K-5 school -focus on environmentalism and positive behavior in the school program

Ryan	EY P					- 20 years -taught grades 4-9 in private schools & Hutterian school	-believes in including technology into the classroom through Bring Your Own Device (BYOD) and Technology Enabled Learning Plan (TELP)
Bailey	EY P					-22 years -taught up north for 4 years before moving down to teach in the Division	-K-5 school -there's a huge difference between rural and urban schooling and the culture that comes with it both in teachers and students/parents
Riley	EY/MY P					- 20 years -started out as natural history interpreter for the city -moved into education -taught grade 8 for 8 years before becoming a VP	-P of a K-8 school -English and French Immersion available -needy school with a breakfast program
Quinn	MY VP					-15 years as educator -taught grade 6 & worked as a literacy coach	-co-teaching with other teachers and sharing literacy strategies impacted VP role
Harper	SY VP					-20 years as an educator -taught SY and MY	-VP in a high school -responsive to students needs developed Self-Paced Learning Program
Peyton			SY VP			-24 years -taught EY and MY -first years as an administrator were a steep learning curve	-SY program school with LAL and EAL students -demographic diversity -School also has IB, vocational and French Immersion
Jean			SY P			-19 years -taught MY and SY -tries to help students feel good about who they are.	-SY program school grade 9-12 EAL with some LAL students attending as well
Jamie		EY				-11 years -taught MY EAL and non-EAL classes -taught adult EAL and taught English in Honduras	-works as a resource teacher in an EY school with EAL and special needs students on caseload
Taylor		EY				-25 years -taught K-2	-teacher librarian in EY school
Jordan		EY				-20 years -K-4 -Actively involved as the teacher in charge and on every	-teacher for grade 1/2 class -open area context -3 adults and 66 students -huge diversity of ability in one class

						committee at the school	
Kris		MY				-17 years -taught MY & EY	-teaches grade ¾ -has EAL students in the class and is struggling with supporting their needs
Kelly		MY				-20 years -taught K-6	-teaches grade 4/5 -had some EAL students in the class in the past – was a challenge
Jesse		MY				-13 years -taught MY	-teaching grade 7 ELA/LAL and social studies
Pat		SY				-6 years -worked as a certified hairdresser prior to becoming a teacher -taught 9-12 EAL, social students and ELA	-works as an apprenticeship support teacher for SY schools in the Division
Cameron		SY				-14 years -technical/vocational teacher	-teaches 9-12 computer sciences
Marley				SY		-18 years -taught up North K-12 Phys. Ed for 2 years	-teacher 9-12 LAL students
Harley				MY		-20 years -taught MY	-teaches MY EAL/LAL -diverse group
Morgan					A.S	-24 years -taught in SY -worked with at-risk students -passions include AAA, EAL/LAL and tech integration	-oversees programming and initiatives for all 42 schools

Note. This table summarizes age, working history and working context of each teacher or administrator.

Addressing EAL in Schools

Non-EAL program teachers. One commonality that arose throughout the interviews was that teachers who had worked with EAL/LAL learners reported having no academic background in teaching EAL/LAL, aside from one program schoolteacher who held a TESL certificate in adult language-teaching. Furthermore, none of the teachers interviewed who had worked with or were currently working with EAL/LAL learners planned to gain specific

certification related to teaching EAL/LAL students in the future. Nevertheless, teachers were somewhat dismayed that they got little warning when EAL/LAL learners arrived in their classrooms, and felt they had little support in meeting their EAL/LAL students' needs. Kris, an early years' teacher in a non EAL/LAL-program school summed up this frustration as follows:

> When I moved to [my current school], they just come right into your classroom. It was difficult [this last year] because [my LAL student] did not speak a word of English. NONE. So, when someone comes into your room and doesn't speak a word of English, has no idea what's going on, it's rather challenging to figure out how to meet their needs. (16/8/17)

Teachers described the cultures of their schools, and whether EAL/LAL was a consideration that was addressed in planning, teaching and assessing in their schools. Consequently, based on how many EAL/LAL students were in the schools, the administrators' personal philosophy of EAL/LAL and EAL/LAL students' needs, a variety of perceptions and practices may be present across the Division. In my interviews with participants I did not differentiate between EAL/LAL students, as most educators do not know the difference. However, when teachers described 'EAL' students who did not speak English upon arrival in their classrooms, often they were in fact describing LAL learners.

In non-EAL/LAL-program schools, the response from teachers was mixed. In schools where there were many EAL/LAL students, the investment and support of EAL/LAL learners was significantly more evident a consideration. However, the opposite was true in schools that had few EAL/LAL learners in need of support. Taylor, an EY teacher stated:

> I actually feel EAL [students get] more attention [in my current school] because they're such a large percentage of kids from similar countries. In my previous school, I feel like

> there were fewer kids who were EAL, like completely non-English speakers, and they came from such a variety of countries that the support was harder to find. (23/9/17)

Jordan another EY, non-EAL program schoolteacher stated that despite having a larger Filipino population, "we just do our best to figure it out" (8/8/17). At the middle years level, Jesse had yet another take on the subject: "I don't really see [EAL/LAL] addressed as a topic in my school . . . I feel that my resource teacher does not have enough expertise in the area, so it's not always a great place to go" (8/8/17). Kris, another middle years' teacher echoed a lack of support and direction regarding how to proceed in supporting an EAL/LAL student who had just arrived in the class: "[EAL/LAL] was not addressed at all [when a student arrived] . . . So, I started looking for some answers because I had no idea how to teach someone who didn't speak English" (16/8/17).

Based on what non-EAL/LAL-program schoolteachers said, EAL (and LAL) is a presence in their schools, but the culture in at least two schools is that EAL/LAL is an 'other' or an entity, that non-EAL/LAL teachers do not feel a connection to or ownership of. It is also compartmentalized and avoided by teachers without direct connection to the EAL/LAL students, in part because of lack of a feeling of expertise in teaching EAL/LAL, as described by Pat: "I would say that EAL is addressed in a very insular fashion . . . teachers don't feel that EAL is really a concern of theirs and it's kept very segregated" (17/817).

EAL-program teachers. In EAL/LAL-program schools, the impression of, expectations for, processes around, and communication about EAL/LAL students seemed as challenging as in non-EAL/LAL-program schools. Harley, who worked in the only middle years' EAL/LAL program in the Division, described one of the biggest issues regarding communication:

> I think there are many teachers affected because they have [EAL] students who transition into their classrooms. I think the communication between the EAL/LAL program and those teachers is . . . not great because there's no specific time when we meet. There are Team-meetings, or grade-level meetings, but there is no . . . designated time for EAL. So, my job is to try to connect with them on the fly. (4/10/17)

Marley, who works in one of the two senior years' EAL/LAL programs felt that after their program had been physically moved within the school, a higher profile was gained by the EAL/LAL program and consequently the EAL/LAL students:

> When we were upstairs in the corner of the school, one might not even know there was an EAL program in our school. But now we're in a very central location in our school, and we also have so many students who speak a particular language, and they are in the main hallways where our classrooms are; and that language is . . . increasing awareness overall in the schools, with staff and admin. (30/8/17)

EAL/LAL-program schoolteachers described how their schools recognized EAL/LAL as being a part of business as usual. All the teachers and administrators appeared comfortable sharing their concerns and lack of understanding of EAL/LAL students and their needs. Although they had little knowledge about how to incorporate EAL/LAL learners inclusively into their schools and into their classrooms; however, this did not seem to concern any of them. As concerning as this is, it also provides a baseline of one Division's journey towards creating a supportive and responsive system that supports all its students.

Administrators Perceptions of School Culture and Demographics

Non-EAL/LAL-program administrators. Administrators were asked the same question regarding demographics and the culture in their schools. The administrators I spoke with had

varied awareness and abilities to express how their school cultures included their EAL/LAL students. On the one hand, Riley, an early/middle years' administrator seemed very well informed about the school's demographics, not only as it pertained to EAL/LAL students, but also regarding socioeconomic factors and Indigenous students within the school population. Riley gave the following description:

> We're considered a "RED" school. Red schools have the most challenges. We have a lot of newcomers and pretty much name the country. [We have] a lot of Africa newcomers, East Indian, and then we have students from Vietnam, Korea, China, Jamaica, and then we have a lot of students who are coming in that are refugees as well. (4/9/17)

Sam, another early years' administrator, also seemed in tune with the school's EAL/LAL student contingent stated: "We've had lots of students in the last two years from Syria. We continue to get lots of Filipino families; we've had Russian families. So, we have lots of newcomer families" (28/9/17). Conversely, Quinn, a middle school administrator whose school has one of the highest EAL/LAL populations in the Division, was not quite sure where EAL/LAL fit in the grand scheme of things. Quinn also shared how split the staff was, and how that impacted the school culture:

> We have a group of staff that have worked in this building a lengthy period of time and are comfortable in the way they do things. Then we have a newer group of staff members that are, I think welcoming and would like to be inclusive, but they get some resistance there, as far as what that looks like. (24/8/17)

Harper, one senior years' administrator, speculated on how teachers dealt with EAL/LAL students in their school: "I think the teachers did their best to work together to create the culture of solving problems" (30/8/17). Based on the feedback from non-EAL/LAL-program

administrators, it appears those who worked in smaller schools with a smaller staff and smaller student population were more aware of their students' demographic and had a more concrete understanding of their school culture, and how staff viewed and worked with EAL/LAL learners. Those working in larger schools, whether middle years', senior years' or divisionally, had a more global (read "surface-level") understanding of how EAL/LAL programming was situated in their schools.

EAL/LAL- program administrators. Neither of the administrators in the two high schools that housed EAL/LAL programs could be specific about who their EAL/LAL students were, or how many students were in their EAL/LAL programs. Jean, on EAL/LAL-program school principal stated the following:

> I don't have the numbers or stats in front of me, but I believe we're very culturally diverse. Minimum, probably 15 different cultures . . . We have in the system about 230 students [and] . . . We average about 15 to 20 [new EAL] students with intensive needs a year. (23/8/17)

Peyton, one of the administrators from the other EAL/LAL-program high school, described their EAL/LAL school demographics as:

> A high percentage of Caucasians and your typical European backgrounds but in our neighborhoods, there's a good mixture of Filipinos and East Indians, but also many African countries' students have come. It's been nice to see that diversity that our EAL program has brought us. (10/8/17)

Administrators from EAL/LAL-program high schools, as non-EAL/LAL- program school, had a difficult time clearly defining their schools' demographics and cultures beyond global numbers and countries of origin.

Teachers' Background Knowledge in EAL

Non-EAL/LAL- program teachers. I was surprised by how many non-EAL/LAL-program teachers agreed to be interviewed, as in my experience those with knowledge gaps are less likely not more likely to share that information. By agreeing to be interviewed, teachers showed that they were open to learning, sharing their knowledge about EAL/LAL, and to be vulnerable, due to their lack of capacity around EAL/LAL. Non-EAL/LAL- program schoolteachers who participated fell into three categories: 1) those who had taken some classes in EAL/LAL teaching and learning; 2) those who had only worked with second language speakers and had hands-on experience; and 3) those who neither had taken classes nor had experience working with EAL/LAL learners, but who were trying to do their best with the knowledge and resources at their disposal. The following are representative quotes from each of the categories. Jesse, who works in a middle years' school with a high population of EAL/LAL students, described herself as follows: "I have very little background knowledge in EAL. I have taken the [divisional] mini-EAL course [with the previous EAL consultant] about seven years ago . . . and I just research that I've done on my own" (11/8/17). Jamie, a resource teacher in a middle years' school had some background working with EAL/LAL learners:

> I went to one South American country and taught in a bilingual school as a volunteer. . . And then I also taught EAL [grades 5-8 in an EAL/LAL-program school] and I taught some adult [EAL] classes. (1/9/17)

Pat, who now works as one of the many divisional support teachers had previously worked in an EAL/LAL-program high school, and described the necessity to be, as she had no prior knowledge working with second language learners: "I worked for a few years teaching or

coordinating the International program so our students were EAL . . . But not officially attached to the EAL program at our school. It's flipping hard - teaching EAL" (17/8/17).

EAL/LAL-program teachers. Speaking with EAL/LAL-program teachers I hoped that they would demonstrate a greater capacity of EAL/LAL than non-EAL/LAL program school teachers. The high school EAL/LAL-program teacher shared her background knowledge working with EAL/LAL learners as mostly superficial:

> When I was in one northern Manitoba community, some of those kids were raised by their grandparents, and so Cree was the first language in their home, so [they were] EAL to a certain degree. Also, those kids, and the kids at the [second school I taught] had been removed from their homes, so there were [learning] gaps. I was definitely not aware of it then, but I see it now. (10/8/17)

Similarly, Harley, the middle years' EAL/LAL-program schoolteacher, shared her background knowledge in EAL/LAL as follows:

> [I had] very little background knowledge in teaching EAL. Prior to working full-time here, I happened to substitute in an EAL program in a high-school, and it just kind of sparked an interest in me, so that's sort of how I ended up here. I don't have any further education past my Bachelor's in education. (4/10/17)

Based on their own anecdotal statements, it appears very few teachers who work directly with EAL/LAL students, whether in non-EAL/LAL-program schools, or in EAL/LAL-program schools, had any formal, academic foundation for teaching EAL/LAL. However, it was also clear from the EAL/LAL-program school teachers, that they loved their jobs and worked hard to learn daily with and from their students in order to support them.

Administrators' Experience with EAL Students in their School(s)

Non-EAL/LAL-program administrators. Administrators were honest about the limitations of EAL/LAL knowledge in their buildings, as well as and their own lack of knowledge about EAL/LAL. Bailey, one early year's administrator summarized the experience in their building as follows: "[Teachers] want to do well, they want to support [EAL/LAL learners], they just don't necessarily have the skills to get it done and to make it happen" (13/8/17). Other administrators admitted to their own lack of knowledge regarding EAL/LAL. Ryan, another early years' administrator, summarized the experience of being a new administrator and working with EAL/LAL students: "My experience is still quite limited" (28/8/17). Similarly, Quinn, a middle school administrator, describes his experience with EAL/LAL as follows:

> Coming from my experience, at the middle years' teaching for the first 10 years, you'd be lucky if you had – at that time, five or six [EAL/LAL] students in the entire school, it was a very homogeneous population there, so [now] it is . . . eye opening. (24/8/17)

Despite verbalizing concerns about the limitations of their own capacities and those of their teachers, administrators did tend to express hopefulness and a desire to support EAL/LAL students' social-emotional needs and academic needs. Harper, a middle years' administrator described what was viewed as an important part of the teachers' capacity and their professional growth:

> I saw the challenges and successes; teachers needed to feel supported and that was always a challenge. It didn't matter how much time or effort you gave them. It was a struggle all the time. There were successes as well; when a teacher would come to you with a breakthrough with a child. And those are the things that moved you forward. (30/8/17)

Sam, an early years' principal with a large Syrian student population had experienced many successes and challenges in supporting a very diverse population and their needs regarding acculturation and language learning: "We know that taking care of their emotional needs is first and foremost. And then we have a good idea of where we are and where we need to go to support the students" (EY 28/8/17). In a similar vein, Riley, an early/middle years' school administrator believed that it was important to ensure that the staff being hired reflected the school's culture of inclusiveness and diversity. Riley described this reasoning by stating that in doing so, when EAL/LAL learners saw themselves in the adults who taught them, they were more likely to be successful and feel as though they belonged:

> We have a large population of EAL students in our building. . . We're trying to look at diversity as a strength and a norm. It's added to the richness of our building. Children to feel successful need to see themselves in the adults that are professional. (4/9/17)

EAL/LAL-program administrators. EAL/LAL-program school administrators are more aware of EAL/LAL as a demographic in their buildings, but their connection to the programs or the EAL/LAL students tends to be less clear. Jean (30/8/17) shared a story of how supporting the development of EAL/LAL programming in southern Manitoba while working there; however, Jean was not able to verbalize clearly the successes or challenges in the current EAL/LAL-program school. Similarly, Peyton, an administrator in the other EAL/LAL-program high school, described the EAL/LAL context as follows:

> In the last couple of years, we have had a large number of Syrian students who have moved in. I think it's great to learn about other cultures, which we didn't have a lot of experience with, and it's helped to make us even more diverse . . . We need . . . to be sensitive culturally, to where they are coming from … Some of the trauma that they're

> still experiencing when their families get messages at school that a dozen family members might get wiped-out with bombings. (30/8/17)

Teachers' Experience of Teaching EAL/LAL Students

Non-EAL/LAL-program teachers. When teachers shared the experiences, they had with EAL/LAL students, they frequently related stories of students whom they had recently worked with. Jordan, an early years' teacher, recounted her experience working with the two younger brothers of four siblings from Africa. The younger siblings were too young to attend an EAL/LAL-program school, (as EAL/LAL support in the province is mandated in at grades five through twelve):

> I muddled through . . . I don't feel like [the two younger boys] got the same support as their older brothers [who attended the middle years' EAL/LAL-program school] - they got a softer landing, these guys, they just got dumped. That's how I feel, that they just get dumped. (8/8/17)

Kelly another early years' teacher, had a similar experience when teaching a student from South Korea:

> When he first came in, he basically said nothing, but he was incredibly strong in math, so that was our way to get him to be part of the classroom. The math language is easier to understand and easier to communicate, and the kids recognized very quickly how good he was in math. (9/8/17)

Conversely, early years' teachers, Kris (16/8/17), Jesse (11/8/17) and Taylor (23/8/17) had very little experience working with EAL/LAL learners and they found it quite challenging. Taylor describes the experience as follows: "I felt [like] you're just sort of doing it on your own - trying

to figure out how to communicate with parents about 'no school days.' I felt quite humbled many times trying to communicate with the parents" (23/8/17). Pat, a senior years' teacher stated that:

> I want to say they have a bit of a delay in the way that they hear things; they have to translate it in their head before that they could process. So, that's how I've always approached EAL. (17/8/17)

There was one teacher that had previously worked in an EAL/LAL-program school, who felt competent working with EAL/LAL learners due to all previous EAL/LAL teaching and learning experiences: "I taught EAL for five years in the middle years' [grades 5-8] and then I also took a TESL course through the University of Manitoba" (1/9/17).

EAL/LAL-program teachers. Harley (4/10/17), a middle years' EAL/LAL-program teacher, cited relevant experience teaching grades five to eight EAL and LAL as the only experience. Having also worked part-time in early years, Harley was surprised to find that the approach to teaching early years' literacy was not the same approach as that taken with EAL/LAL students. Marley, a senior years' teacher in an EAL/LAL program school, did complete a TESL certificate to prepare for teacher LAL and EAL students: "After I completed my TESL certification, then I worked with adults, for 2 years. And then I got into [teaching] EAL in high school" (30/8/17).

Administrators Support of Teacher Needs

Non-EAL/LAL-program administrators. Administrators from non-EAL/LAL-program schools had a consistent understanding of what support for teachers of EAL/LAL students should look like. There were four main areas of support administrators focused on in their interviews: 1) professional development; 2) allocation of educational assistants to classrooms with EAL/LAL

learners; 3) financial support for time-release; and 4) the purchase of resources for the teachers or for the classrooms.

Each school receives funds from the Board office that are allocated to specific programs. EAL/LAL is one such program for which administrators receive funds. It is up to the administrators at each school to decide how they will use the money to support teachers of EAL/LAL students. Hayden, an early years' administrator, shared how their staff were supported through the promotion of professional development:

> Professional development - we certainly support that through our PD fund. Whenever a teacher is interested in attending, whatever is made available by the Division. (28/8/17)

Educational assistants (EAs) are hired by the Division to support teachers' work in classrooms by spending time with one or more students to reinforce lessons and help students better understand classroom instructions. In the case of EAL/LAL students, EAs are meant to reinforce teacher's lessons and to facilitate learning by helping students and by scaffolding student learning, helping them to become more independent by showing them how to find answers to questions, solve problem, and build their language skills. Despite EAL/LAL learners' very specific and varied needs, it is surprising that the only qualifications that EAs need to demonstrate upon being hired by the Division are that they are high school graduates. Riley (7/19)17), an early years/middle years' administrator, discussed how the use of the EA impacts how planning and supporting of EAL/LAL learners, happens in the school:

> I don't believe in pull-out programs as a rule, so in the beginning we had the EAL EA [Educational Assistant] working to support kids in the classroom but we started to realize that our older kids were being lost because the content was that much harder. So last year, reluctantly we did start to do a little bit of pull-up with those kids.

Sam, another early years' administrator, described how paying for release-time supports the teachers of EAL/LAL students for the purpose of looking through the initial data collected from the family interview and the literacy and numeracy assessment that was conducted by the Newcomer Reception Facilitator upon registering the student at the school:

> The biggest layer of support I provide is time to go through and get a really good conceptual understanding of where the students are coming in from. That's a key first piece. When we're taking the assessment done by the NRF and looking at the profile [of the EAL student]. It's a snapshot, but it's a start, for us to look at what some of the challenges are going to be. (28/8/17; see also Harper, 30/8/17)

Morgan, the assistant superintendent, described the support to schools for their EAL/LAL students as follows:

> Every school gets an EAL budget from a central divisional line that they're able to access to support acquisition of materials, PD materials, references, whatever they deem fit. We also have EAL-administrator meetings so that administrators and consultants and people working in the Division have the opportunity to come to talk and share about emerging issues. (10/8/17)

EAL/LAL-program administrators. In EAL/LAL-program schools, EAL/LAL students and teachers in the EAL/LAL-*sheltered* programs were supported financially at one site. Jean, a high school administrator at an EAL/LAL-program school described that support was allocated based on whatever teachers needed to support their EAL/LAL students:

> What do you need to do the job? What do you do to help kids be successful? It doesn't matter . . . money follows good ideas. Whether it is professional development, whether it be certain resources or equipment. (23/8/17)

At the other EAL/LAL-program high school, Peyton described support of the school's EAL/LAL teachers as centered around professional development programming:

> I think that training . . . is really the key. As students move out of the sheltered program into the regular classroom we need more and more teachers. We need them to have some time and some training to realize: What does it mean having EAL student in my classroom? (30/8/17)

One wonders if the questions asked are sincere or merely rhetorical, meant to highlight the plight of mainstream teachers with EAL/LAL learners. Both EAL/LAL-program school administrators and non-EAL/LAL-program school administrators have the responsibility for supporting and participating in professional development in areas staff are not confident in, such as EAL/LAL pedagogy and theory. However, in my conversations with administrators, many were unsure how many professional development opportunities their teachers had accessed in the past or needed in the future to feel competent in supporting their EAL/LAL learners. Also, none of the administrators, including the assistant-superintendent had mentioned ever attending EAL/LAL PD sessions or courses themselves, despite working in and being responsible for, EAL/LAL-program schools and/or students.

Throughout my conversations with both EAL/LAL-program schools and non-EAL/LAL-program schools, regarding supports teachers felt they had, many teachers pointed to feeling unsupported at times when dealing with the planning, programming, teaching and assessing of EAL/LAL learners.

Planning and Documenting for EAL/LAL Students

Non-EAL/LAL-program teachers. In non-EAL/LAL-program schools, I found a variety of opinions regarding whose responsibility it was to complete and manage the

documentation for EAL/LAL students. For EAL/LAL students, report card writing was the domain of the classroom teachers in middle years, and the domain of subject-area teachers in senior years; however, any students not able to meet grade-level outcomes (because of insufficient English language skills or other reasons) required an EAL/LAL IEP [Individual Education Plan], and it was not always clear whose domain this was. The IEP is where educators set goals for students at the outset of the year, and periodically update the document, with successes and new goals for EAL/LAL students.

In all schools, a contingent of teachers hired are resource and guidance teachers whose role is to support teachers' work with EAL/LAL learners, through documentation or other supports that lie outside of curricular areas. Often these teachers have heavy caseloads filled with a variety of unique and exceptional students whom they monitor, set goals for, assess, and for whom they differentiate, adapt or modify curricula. When asked: Whose responsibility is the planning and documenting for EAL/LAL students in your school? Jordan, an early years' teacher described the situation as follows: "I don't know the answer to that question . . . It should fall on the resource teacher for some support . . . Currently, in our school, the resource teachers spend a lot of time with one autistic child, one on one" (8/8/17). Yet another early years' teacher, Kris answered the questions simply by saying that in their school: "The teacher [is responsible for all documentation for EAL learners]" (16/8/17). Taylor, an early years' teacher, did not feel as though the resource department in the school was helpful in the assessment process: "My experience is it's my own on responsibility. I would say at assessment times [resource teachers] helped . . . But their interaction with the students themselves were very limited" (23/8/17). At the high school level, Cameron had a similar experience where documentation of EAL/LAL students

was concerned: "Well, there's [the] guidance department.' And then I assume that there's someone that deals of the EAL" (23/8/17).

However, not all schools followed this process. In many schools there was clear evidence of collaboration between classroom teachers and the resource department. Kelly, an early years' teacher, described the documentation process as follows: "The resource team takes on a big part of that, in conjunction with the classroom teachers" (9/9/17). At the middle years' level, Jesse worked with a resource teacher who took on most of the responsibility of writing the EAL/LAL IEPs from the raw data provided by the classroom teacher: "[Developing EAL IEPs] is my resource teacher's responsibility" (11/8/17). Jamie, an early years' resource teacher who used to work as a middle years' EAL/LAL classroom teacher, describes the process from a resource perspective:

> Oftentimes I start the IEP, and then talk to the teachers and we flesh it. I collect all the EAL reports and make sure they get to the right places [at reporting time]. It would be nice if I had more time but yeah, I try my best with it. (1/9/17)

EAL/LAL-program teachers. In the EAL/LAL-program schools, teachers of EAL/LAL students had a much different experience. Even though, the EAL/LAL teacher in the EAL/LAL-program schools is the EAL/LAL students' classroom teacher for all core subjects, in the senior years, along with the EAL/LAL teacher, other regular classroom teachers in different curricular areas also teach the EAL/LAL students; however, there is no sense of shared ownership. In EAL/LAL-program schools, the idea that EAL/LAL students are the domain of EAL/LAL teachers and that regular classroom teachers can divest themselves of responsibility for the planning and documenting for EAL/LAL learners was a theme that came up repeatedly

throughout the interviews. Marley, a senior years' EAL/LAL-program teacher, described the documentation process as follows:

> Largely myself with the other EAL teacher [do the documentation and planning]. I would say that basically [resource does not collaborate with EAL student document preparation]. There's meetings, and there's discussions with student services, but to be honest, student services is not involved [in the writing process]. (30/8/17)

At the middle years, Harley felt there was a general lack of process, not just in terms of documentation for the EAL/LAL IEPs. Harley perceived issues beyond how EAL/LAL students were performing academically, but also as it related to the students' social-emotionally and behavioural needs:

> I am responsible for all [the documentation] . . . [But if] there's issues within the EAL class that kind of go beyond just the language issue and we still don't have any communication or time with [the] resource [teachers] to discuss those kinds of issues. So, there are students who obviously are having issues with behaviour, with learning, aside from again - that we feel goes beyond EAL. (4/10/17)

Working in schools is a people-business, so it is difficult for administrators to establish hard and fast guidelines with the expectation that they will be followed to the letter. There will be variations regarding how staff members work to support EAL/LAL students; however, the hope is they will support EAL/LAL students' needs and maintain educational plans that are implemented as conscientiously as they are for all other students.

Administrators' Connection between EAL/LAL to Literacy and Numeracy

Non-EAL-program administrators. Literacy and numeracy are the cornerstones of public education in Manitoba and as such, they have been adopted as priorities in the Division's

(RETSD Strategic Plan 2017-2019. Most principals could verbalize how they saw EAL/LAL connecting to the divisional priorities. Bailey, an early year's administrator, like many administrators felt that not all teachers have the capacity that EAL/LAL specialists have, consequently needing additional support to effectively support EAL/LAL learners with their literacy and numeracy needs:

> I think when we think about the EAL – the literacy piece, helping our teachers to become . . . teachers of language acquisition; because that's important. Not all of us see ourselves as reading-teachers. And when we think about math, you have to have language to get math. With some of our EAL students, that's their strength, where they find success. (23/8/17)

Riley, an early/ middle year's administrator, described the culture and philosophy of EAL/LAL at their school and how they, as a school see it connecting to the priorities:

> When it comes to literacy we . . . believe in 'fair is not always equal'. . . We know that a lot of our students, especially if they're coming from refugee camps, are coming with huge [knowledge and language] gaps. I think that when it comes to both literacy and numeracy, it is about playing to the strengths of our kids in this building. (7/9/17)

When asked about how EAL/LAL fits with the divisional priorities of literacy and numeracy, Morgan, the assistant-superintendent of the schools quoted data from divisional standardized testing result. His statement demonstrated that even though EAL/LAL students' academics connected to the divisional priorities, the sentiment did not transfer into practice because additional supports were required for this to occur:

> EAL isn't its own thing; it's part of that whole picture. . . when we look at disaggregated divisional data [from standardized testing] in terms of literacy and numeracy . . . We have

> some work to do. At grade three, in terms of literacy [EAL learners] are a bit below. And then in grade 12 they're below. It's not drastically below, but being below the divisional average is problematic, and we want to make sure that those students are succeeding. (10/8/17)

EAL/LAL-program school administrators. Peyton, the administrator from a high-school with an EAL/LAL program described his thinking regarding how EAL/LAL connects with the divisional priorities:

> We've got literacy and numeracy goals school-wide across the board . . . I think a lot of teachers who don't have EAL students in their classrooms see [literacy and numeracy for EAL student] as a separate entity [but] it's what [the EAL and LAL teacher] do. (30/8/17)

Furthermore, teachers in both EAL/LAL-program schools and non-EAL/LAL-program schools felt that there was a need to increase the supports teachers should receive in order to help them teach, assess, and report on EAL/LAL learners.

Teachers' School, and Divisional Supports

Non-EAL/LAL-program teachers. Two teachers felt as though the work they did with EAL/LAL students was not valued. In addition, several felt as though the responsibility for planning for, teaching and assessing EAL/LAL students was solely their responsibility. Kris (16/8/17), an early years' teacher stated that when it came to the teaching and assessing of EAL/LAL learners, there was no support and she had to do all the work alone. Jesse (11/8/17), a middle years' teacher and Taylor (23/8/17), an early years' teacher both felt as though accessing relevant and appropriate resources for their EAL/LAL students, including translation services to communicate with parents was also solely their responsibility. Pat, a senior years' teacher, summed up the phenomenon of the lack of support for teachers of EAL/LAL students as follows:

> I think EAL . . . fall(s) into the category that everyone believes is super, super important but no one takes responsibility for it. So, you put it on one person and that one person has to make changes that are not just local but systemic. So, it's up to [that] one person to make it happen for all those kids and to ensure that it happens cause [regular classroom] teachers won't maintain it. (17/7/17)

EAL/LAL-program teachers. Both EAL/LAL-program school teachers I spoke with could list several EAL/LAL professional development opportunities that had been offered to them external to the Division over the previous school year (2016-2017) to build their knowledge based around EAL/LAL:

> I think PD opportunities have been regularly presented to us. So that's another way the Division is very supportive. Either [senior administration] or [the previous Consultant] shared PD opportunities with [our principal], who passes them onto us. (Marley, 30/8/17)

Administrators' Support of School-Wide EAL/LAL Professional Development

Non-EAL/LAL-program administrators. Nearly all the administrators were open about the fact that there had not been any EAL/LAL-specific professional development done in their schools during their tenure (Bailey, 23/8/17). Hayden, an early years' administrator, listed the types of professional development he felt fell within the range of what EAL/LAL PD might be: "We sent some people to UDL with [one non-EAL specialist university professor], plus our staff is pretty good. They're well-versed in strategies to use in their classrooms" (28/8/17). Sam, another early years' administrator, echoed the fact that EAL/LAL PDs were not readily available to his staff:

> This is an area that I think we need to provide more opportunities for teachers to be part of. It's often broken off in small fragments, we have teachers attend provincial in-

> services, and we do a good job of bringing that back and sharing the resources, sharing ideas. (28/8/17)

The term "successful" came up several times in the interviews, although neither teachers nor administrators could explicate what this meant for EAL/LAL learners. Furthermore, neither group could explain why university professors who were not EAL/LAL specialists were being invited to hold professional development sessions for broadening staffs' understanding of EAL/LAL students' needs, when there are many local professors whose specialties are EAL/LAL pedagogy. A few administrators cited sending their staff to "divisionally offered PDs" (Harper, 30/8/17). According to Morgan (10/8/17), the assistant-superintendent in charge of EAL/LAL, despite the divisional need, there had not been any Divisional PDs offered in the recent history.

EAL/LAL-program administrators. EAL/LAL-program schools seemed more conscious of the need for professional development for EAL/LAL teachers and non-EAL/LAL teachers in their program schools. Both senior years' administrators at EAL/LAL-program schools, Jean (23/8/17), and Peyton (30/8/17) agreed that professional development was something they promoted in their schools. It was also clear that communication between EAL/LAL teachers and regular classroom teachers was a big part of ensuring effective professional development in the school. Peyton (30/8/17) stated that:

> We do discuss [EAL/LAL] at staff meetings, and we give the EAL/LAL teachers time to discuss their programming with the staff. We offer professional development time to teachers who want to take some of that training.

Professional development of teachers, administrators and school communities was a theme that came up in the interviews and seemed to be a systemic gap in the meeting of teachers'

needs to prepare them for supporting and working with EAL/LAL learners. Moreover, it is ridiculous to suggest that a one-off PD is in any way sufficient. Curricular areas such as early year's literacy was granted a multiple-year process through which teachers learned Regie Routman's (2014) pedagogical methodology. Other curricular areas such as numeracy benefitted from a multiple-year TELP (technology enabled learning) process to build teachers' capacities around supporting students learning math. EAL/LAL is also designated as a curricular area by the province, but administrators and teachers alike seem to believe that a singular yearly PD will suffice. If what administrators and the assistant-superintendent say is true, that EAL/LAL connects the Division's literacy and numeracy priorities, why is EAL/LAL not getting the focus and professional development time?

Based on the comments made by teachers and administrators regarding EAL/LAL as a priority in the division, it appears there is more evidence of lip-service than practical support. In the schools, teachers were only supported if their administrators believed that EAL/LAL was an important part of their school cultures.

Administrators' Support of Teachers

Non-EAL/LAL-program teachers. Taylor (23/8/17), an early years' teacher, stated that her "admin was sympathetic" regarding the challenges of teaching EAL/LAL students with little to no support. Kris (16/8/17), another early years' teacher, felt as though the lack of support was endemic:

> I would just say that if teachers are having EAL students with no language whatsoever coming into their room, they need training, and they need divisional supports. We had four kids who didn't speak English in our school and none of the teachers were supported in any way. [Admin says], 'I wash my hands of them and they're yours, here you go'.

As far as building regular classroom teachers' capacity, teachers voiced a desire to attend PDs and participate in opportunities to build toolkits in EAL/LAL; however, they did not feel enough opportunities had been presented to them:

> I feel like . . . there hasn't been much done to support my capacity . . . I would welcome opportunities for people to come into my classroom to do co-teaching. I'd be happy to take courses or attend PDs. I don't think there has been a lot offered in my school. (Jesse, 11/8/17)

Jordan (8/8/17), an early years' teacher, and Jaime (1/9/17), an early years' resource teacher, both wondered if there was professional development that might help them with implementing better strategies and ways to more efficiently support their large EAL/LAL populations in the classrooms. None of the teachers I spoke to felt as though they had received nearly enough professional development opportunities or support in EAL/LAL.

Teacher Supports and PD Opportunities

Non-EAL/LAL-program teachers. The teachers I spoke to in non-EAL/LAL-program schools, had a very difficult time recalling the kinds of supports they had received to support them in teaching of EAL/LAL students in their classes. Taylor, an early years' teacher, described this as follows:

> I don't think it was an intentional 'not being supportive' message. I think maybe it was just that they didn't have the knowledge, or because there were so many children coming from certain countries. I feel like somebody signed kids up for kindergarten . . . met with them at the board office and wrote me a letter saying: 'yeah, they can't speak English.' (23/8/17)

Outside of EAL/LAL-program schools, most teachers felt as though there were not enough available to them and even stated they would be willing to attend such opportunities on their own time if such PDs were offered.

EAL/LAL-program teachers. Both Marley (30/8/17), a senior years' EAL/LAL teacher, and Harley (4/10/17), the middle years' EAL/LAL teacher, described the financial support, and professional development opportunities that they had been provided with. Additionally, Harley described the PD support that was provided to their EAL/LAL sheltered class:

> Last year [2016-2017], the EAL Consultant provided opportunities to work with him in the classroom. We had a few meetings to discuss the EAL program at our school. A lot of it had to do with theory, which is great and important to know, but when you are in a classroom and you just want . . . practical things that you can do in the classroom. (4/10/17)

EAL/LAL-program school teachers felt that they were being supported and their capacity around EAL/LAL was being built to some extent, but that there was still room to grow. Both Marley (30/8/17), and Harley (4/10/17) felt as though they would benefit from more professional development around assessment of EAL learners.

Administrators Connect EAL/LAL to Divisional Priorities

Non-EAL/LAL-program administrators. The Division's priorities include Literacy, numeracy, technology-enabled learning and safe schools (RETSD Strategic Plan, 2017-2019). The Strategic Plan for the Division outlining its priorities does not mention EAL/LAL students, staff or programming. When speaking with administrators, it was difficult for them to pinpoint where EAL/LAL fit into the Division's Strategic plan and priorities. Bailey, an early years' administrator, answered the questions as follows:

> I don't know if you see EAL listed within the priorities. But I think it's the school's job to weave them into there . . . If it's not clearly stated [in the divisional priorities] some people won't do it. If it's clearly stated, then some people then do it verbatim. So that's good and it's bad. Something should be there to support [EAL], to mention [EAL]. (23/8/17)

Other administrators rationalized that because there is a financial commitment to EAL/LAL by the Division, despite there being no guidelines in the Division's plan, nevertheless EAL/LAL must, by default be a priority in the Division. This is incorrect, as the funds the Division receives for EAL/LAL programming in the Division come from the province and therefore are more a provincial priority than a divisional one. However, as the Division is required to show how it employs the grant for EAL/LAL programming, it therefore becomes a de facto priority, on paper. Hayden, an early years' administrator, describes this as follows:

> I think it's obviously a priority because they have identified funds that can be accessed by schools . . . EAL is something that is important to the Board of trustees and to the senior admin . . . I think. I hope. (28/8/17)

Administrators familiar with the areas outlined in the divisional priorities felt that EAL/LAL teaching and learning best fits under the umbrella of 'safe schools,' even though this is not how safe schools is interpreted by the Division. Quinn shared one perspective:

> I'm thinking of all the people coming to Canada, needing a safe place, when they're told "we believe that you belong here, and this is a safe place to be" I think they can come here, and we take care of everyone. I think this Division doesn't just say we're doing it but shows we're doing it. (24/8/17)

Morgan, the senior administrator, when asked where EAL/LAL fits in the divisional plans explained why EAL/LAL was not included or addressed as a focus area by the Division:

> I think one of the things that could happen is someone could look at our Division priorities and say EAL is not articulated, therefore it's not a priority. But I would then say why isn't German bilingual articulated? Why isn't Ukrainian bilingual not articulated? Why is a student services integration for children with special needs not articulated? (30/8/17)

The thinking that the learning of heritage languages lumped in with second language acquisition is a choice or a frill speaks to the narrow perspective of this Division. The choice to learn a heritage language such as German or Ukrainian is a luxury, an add-on for a student fluent in English. The learning of English by a second language learner, on the other hand, is a necessity and a matter of survival for an EAL/LAL students' future. To conflate the two programs indicates the lack of capacity in this Division at the highest level. An argument could be made that comparing a choice bilingual language program or programming for special needs' students to EAL/LAL is a false parallel and diminishes the needs and support EAL/LAL learners require. Riley, an early and middle years' administrator, recognized that there is little focus on EAL/LAL divisionally as a discrete area, despite the large number of EAL/LAL students in the Division; however, the perspective this administrator took was to see the glass as half full:

> I think it's getting better in the last seven to ten years . . .I know that sounds like a long time but that's not a long time in education. So, I think that as we've seen more newcomers coming to Canada and . . . we've had to adjust. (7/9/17)

EAL/LAL-program administrators. EAL/LAL-program school administrators recognized that because the Division puts funds into EAL/LAL *sheltered* programs that it

demonstrates a commitment to EAL/LAL. Having said that, Jean, a senior year's EAL/LAL-program school administrator, felt more needed to be done: "Absolutely [I would welcome the divisional priorities be better defined" (23/8/17).

It was clear from my conversations with administrators that EAL/LAL was not a common topic discussed at the administrative level and therefore the message they gleaned from this was that EAL/LAL was not as important a priority as other topic that were given time on the administrative meeting agendas; having said that, all administrators made it very clear that their priority was to ensure that all students, including EAL/LAL students, received the most appropriate educational support in their schools.

Administrators' Perceptions of Divisional Support of EAL/LAL

Non-EAL/LAL-program administrators. Administrators were very clear about the areas that the Division should focus on to continue supporting EAL/LAL learners and their teachers. Those areas included: 1) better transportation and helping students who needed EAL/LAL sheltered programming to be able to access it; 2) professional development for teacher and administrators; and 3) more money being put into resources and personnel in general.

Transportation is a contentious issue in this Division. There never seems to be enough transportation available to EAL/LAL students. It is unfortunate that students, who are new to Canada beyond grade six, are expected to access public transit if they live too far to walk to their school. It is also unfortunate that EAL/LAL students who cannot afford public transportation are required to express this to their school in order to be given bus tokens. On the other hand, the new memo regarding Syrian students shows a responsiveness of senior administration to the influx and needs of Syrian refugees during the 2016-2017 school year.

Providing transportation to students attending schools in the Division is addressed in three separate memoranda dedicated to this topic. The first document called *EAL Busing Guidelines* (Drysdale, 29/9/2016), lists the rules regarding which students are entitled to school bus transportation to EAL/LAL program schools. According to the memo, "busing is provided for students in grades five and six. Students in grades seven and eight are responsible for their own transportation" (p. 1); younger siblings of the grade five or six EAL/LAL students would also be eligible for busing to the same school. However, once the older student reaches grade seven, busing eligibility stops for both students. Also, if for some reason EAL/LAL students cannot be accommodated on a bus "due to the routing and configuration of bus routes" (p. 1), those students automatically become eligible for bus tokens for the public transit system.

The second document called, *Bus Tokens for EAL Students* (Drysdale, 29/8/2016), outlines the conditions under which EAL/LAL students may receive bus tokens from their schools for public transit to travel to and from school. In the memo, the instructions to administrators states that the school is NOT allowed to offer or provide students with bus tokens unless the family explicitly expresses an inability to pay for transportation, in which case the staff are permitted to arrange for the tokens (Drysdale, 29/8/2016).

The third memorandum regarding transportation is called, *Special Transportation Support for Syrian Newcomer Students* (Drysdale, 24/2/2016). This memo outlines students' eligibility for school bus transportation if they are in kindergarten through grade six and live "1.6 km or more from their designated school" (p. 1). All other students are eligible for busing on a, "fee for service basis as long as an existing route can be used, and space is available" (p. 1). Additionally, the guidelines state that this year (2016-2017), "to alleviate this challenge for newcomer Syrian families, the school division will use a portion of the dedicated funds to cover

the fee for service cost" (p. 1). If there is insufficient space on the school bus, administrators are directed to ascertain if the financial need exists for those Syrian students to be eligible for public transit bus tokens.

Transportation has always been an issue for EAL/LAL students who need to access EAL/LAL-program schools located on the other side of the Division from where they live. However, school busing is only available to EAL/LAL students below grade six, as per the Division's busing guidelines (Drysdale, 29/9/2016). Not surprisingly, new Canadian parents of grade seven, twelve-year-old EAL/LAL students are not comfortable with their children taking public transportation. These new families are unfamiliar with the city and the bus routes, and they may also lack the funds to support each of their children attending programs schools all year. The price tag for such a commitment runs into the thousands of dollars, for each child. Both Quinn (24/8/170 and Bailey as school administrator felt busing was an issue for EAL students:

> One of the challenges has always been transportation costs for kids going to [EAL] site-based programs . . . So, I think if we're going to have site-based programs, then we need to transport the kids there if that's the way it's going to be. (23/8/17)

Aside from transportation, professional development was an area some administrators identified that also needed attention. Riley said: "EAL is not really spoken about in administrator meetings. I think that there needs to be some general teaching to all administrators [regarding EAL/LAL]" (7/9/17) Sam (28/8/17) also verbalized a need for further PD not just for administrators, but also for teachers:

> We need to be responsive to students' needs. I think divisionally we recognize professional learning on behalf of teachers at a superficial level . . . If we want our teachers to be skilled - in recognizing and respecting EAL families, students, cultures and

> looking at ways we can be forward moving. We need to have teachers who have that skills-set and continue to educate themselves.

Additionally, none of the administrators mentioned attending EAL PD sessions or courses themselves, despite sharing that they were not being EAL experts, and despite working in and being responsible for, EAL/LAL programs and/or students.

Another area that administrators felt needed support was greater financial support from the Division and additional personnel to supporting EAL/LAL learners. Harper, a senior years' administrator stated:

> As an administrator in my building I know I have to tap into the resources and personnel that I have and make sure that they are doing everything they can do to support EAL learners. (30/8/17)

When asked about the Division providing schools with additional funding and personnel, the assistant-superintendent in charge of EAL/LAL budgets stated:

> You don't always know what's coming down the pipe. If you asked me this question two years ago, I would have said: "I think we're fine. I think we've got the support and resources in play". But then the influx of Syrian students came. We have made some changes as a result of the challenges that we're facing in the populations. (10/8/17)

This attitude of responding to needs after the fact and weighing costs before needs is a very neoliberal approach to the management of education.

EAL/LAL-program administrators. Both EAL/LAL-program school administrators focused on building staff capacity and being responsive to their student populations as the area they would like to see addressed. Jean (23/8/17) and Peyton both agreed there was a connection between the funds made available to schools and the services available to EAL/LAL learners at

the program schools: "Honestly, the value that the Division puts on the program will determine the money that can be spent, which filters down into staff that can be supported" (30/8/17).

There was a consistent message from all those who were interviewed that increased funding and personnel would be welcomed at the school level for supporting EAL/LAL student learning.

EAL/LAL Teachers' Perceived Value in their Schools

Non-EAL/LAL-program teachers. Most non-EAL/LAL-program schoolteachers I interviewed said they felt valued as members of the school staff. However, those who saw themselves as teachers of EAL/LAL learners did not feel the same way, even though they were regular teachers in a non-EAL/LAL program school. Jesse describes this as follows:

> I would say I do feel valued in the school but not as far as an EAL teacher . . . I feel like there's a lot of [EAL] students in my school [whose] needs are not being met, and every time I try to address that, I'm just told that they are there 'to get language acquisition and that I need to stop being such a pain in the butt'. (11/8/17; see also Cameron, 23/8/17)

Furthermore, Pat had a much harsher view of the EAL/LAL teacher role in the Division:

> The [EAL position] is the left-over job you give the new teacher that needs a job because other people don't want it. So, you give it to the person that's teaching five other things. I would say there's a lot of lip-service when it comes to EAL support, but when it comes down to it, beyond the money, there is really no support. (17/8/17)

It is clear from teachers' comments and their tentative consideration of their own value in relation to other teachers and in the eyes of administrators, that they could not definitively state that they felt valued as EAL/LAL teachers. The inequity that EAL/LAL students experience in the public-school system gets attached to their teachers as well.

EAL/LAL-program teachers. EAL/LAL-program teachers were not able to definitively state that they felt valued and supported in their schools. Upon reflection, they could point to conversations and incidents that they felt indicated that others appreciating the work they do, which in turn made them feel as though they were valued. On the other hand, one might read the following comment from Harley describing an interaction with another teacher in the school about Harley's EAL/LAL *sheltered* class work as incredulity and disbelief rather than one of being valued:

> The comments I get from other teachers are like: "Wow I can't believe what you have to deal with." They're very aware of the chaos and the craziness of this [EAL] program. So, they understand and are supportive in that way . . . They feel like they don't know what to do . . . Sometimes I feel like - are we valued? Hmmm . . . [not] by admin. (4/10/17)

Teachers' wish to be considered valuable and equivalent to mainstream teachers, only made it that much clearer how far apart perceptions of EAL/LAL learners, programming and teachers is as compared to mainstream programming, students and teachers.

EAL/LAL Students' Perceived Value in Schools

Non-EAL/LAL-program teachers. Most early and middle years' teachers believed that their school was very welcoming, including staff, and especially the students, to EAL/LAL newcomers, Jordan states:

> Our school is very welcoming . . . Nobody is really sure what to do . . . But I think, I would say any teacher in our building would make anybody feel comfortable and included. (8/8/17).

At the senior years' level, the teachers had less positive things to say about how EAL/LAL was perceived by staff and students in their schools. Cameron (23/8/17) could not identify any

exceptionally inclusive behavior towards EAL/LAL students by either staff or students. Pat shared the following:

> I think people confuse EAL kids with stupid [kids], because they're not speaking the language as quickly . . . Chances are they've just come from somewhere else with different cultural norms, different hygiene norms . . . I don't think the school does a good job – and if I was going to get frank, I would say EAL students are perceived as [cognitively challenged]. (17/8/17)

EAL/LAL-program teachers. At the middle years' EAL/LAL-program school, Harley suggested that outside of the EAL/LAL program, teachers did not perceive EAL/LAL students in a positive light. In addition, the administration in the school did not feel comfortable including parents in the conversation about the EAL/LAL students' behavioural issues as they feared it might result in EAL/LAL parents resorting to excessive corporal punishment (but without any indication of what could be used to measure parental tendency to use such disciplinary actions). Therefore, the parents were generally kept out of the loop as far as their children's behaviour issues at school:

> As far as staff, I think a lot of times these kids are viewed negatively because, there are quite a few behaviour issues . . . I would . . . call the parents [but] I've been told, "don't call parents." (4/10/17)

Marley, a teacher at the senior years' school echoes the similar issues. There seem to be a cultural confusion and an inherent fear of the unknown in how staff interacts with EAL and LAL students in the school:

> When all the Syrian students first arrived, they were very energetic, and they like to laugh. Based on some research I've done about Syrian people, in general, amongst the

> men - they like to outwit each other. This 'smart-humour' is a thing . . . A teacher could misinterpret what was happening in a group of kids, in the hallway and haul them to the office. So, there were times when I had to explain to people . . . and admin. I think they were scared of our students. (30/8/17)

Marley sounded somewhat frustrated and disempowered when discussing how her Syrian students were misunderstood and treated by other staff in the school, but did not feel as though there was any space to change that. Whether teachers are working in an EAL/LAL-program school or in an non-EAL/LAL-program school, they should feel empowered to voice their thoughts, concerns and ideas to move programming forward and to better the educational setting or all students.

Possible Future Support for Teachers of EAL/LAL Learners

Non-EAL/LAL-program teachers. Teachers were eager to share their thoughts on the kinds of supports they believed would help them to be more confident, competent and connected within the Division in supporting EAL/LAL learners. The areas that came up among the non-EAL program teachers were, 1) more professional development for teacher and whole school communities; 2) more educational assistant support to help provide additional resources to EAL/LAL learners in the classroom; 3) more information about available resources in the Division such as the EAL Consultant and Divisional Inclusion Specialist for EAL, and how to access their services; and 4) professional development for teachers, in a Professional Learning Community, or PLC format. Kelley (9/8/17) agreed that more professional development offered within the Division by divisional resources would be welcomed: "More access to PD on a regular basis, not just when there's a student. Why can't there be a little bit every year in a staff meeting, added to what we are doing already?" Another consideration regarding professional

development was that when it was available, administrators were sometimes reluctant to support teachers' attendance through substitute-cost coverage. Therefore, even if there were professional development opportunities that teachers wished to attend, at times they may not have been allowed to due to fiscal constraints.

EAL/LAL-program teachers. Teachers in EAL/LAL-program schools felt that they would benefit from more professional development and support related to their teaching and assessing of EAL/LAL learners. EAL/LAL-program teachers wanted the opportunity to observe other EAL/LAL teachers at work and welcomed the opportunity for professional conversations about best practices. Marley described it as follows: "Maybe more - like an apprentice-style thing. Even though I was mentored by one, I never observed her in class" (30/8/17). Additionally, both EAL/LAL program teachers identified educational assistants (EAs) who have undergone training in EAL/LAL pedagogy as a key component to supporting their work as EAL/LAL teachers. The Division had a policy between 2009 and 2012 that all EAs are to have completed the minimum of a TESL diploma. Since then (between 2012 and 2018) many have been hired to work with EAL/LAL students who did not have any EAL/LAL pedagogical background, training or experience. Harley illustrated this issue:

> One of our EAs is not an EA [but an engineer], but we are to utilize this person to work with children. However, this person is not trained to work with [EAL/LAL] children . . . so it's frustrating. (4/10/17)

The perceptions of EAL/LAL students and their parents in the Division by teachers and students in both EAL/LAL-program schools and non-EAL/LAL-program schools clearly demonstrated that there is a long way to go to achieve inclusiveness and equity.

Additional Thoughts

Most teachers and administrators in both EAL/LAL-program schools and non-EAL/LAL-program schools had nothing to add after answering all my planned questions. They felt they had been given ample opportunity to voice their opinions and thoughts on the topic. However, Harley (4/10/17), a middle years' EAL/LAL teacher felt strongly about sharing her thoughts regarding the numbers of EAL/LAL students in her program and how they impacted the effectiveness of the program:

> The biggest thing for me is how the program is structured and I don't think it's in the best interest of these students who are trying to learn another language. I wish the 'powers that be' could see that. And sometimes what looks good on paper doesn't translate into reality. If you think that only 10 [EAL] kids [in the classroom] isn't a big deal - it IS a big deal.

To sum up, in Chapter Four I summarized the data I gathered from my interviews and field notes. In Chapter Five, I discuss my theoretical framework as it relates to the data including, 1) communities of practice; 2) equity and social justice; 3) language socialization; 4) Critical Theory; and 5) the research questions.

Chapter V: Discussion

The following discussion considers the data as perceived through my theoretical framework including; 1) communities of practice; 2) equity and social justice; 3) language socialization; 4) Critical Theory and; 5) the research questions.

Communities of Practice

In my Division, I define communities of practice as individuals and groups who, in an educational system, plan for and execute decisions regarding the academic and social futures of EAL/LAL students. These includes senior administration, administrators (principals and vice principals), teachers, and educational assistants. Ochs (2000) describes communities of practice as, "schools [that] focus . . . on socially and culturally organized interactions that conjoin less and more experienced persons in the structuring of knowledge, emotion, and social action" (p. 230). Additionally, according to Finley (2018), a community of practice includes the employment of strategies that create a welcoming and belonging community of practice that supports EAL/LAL learners. With this operational definition in mind, it becomes clear that there is a significant lack of unity within the community of practice in my Division.

This study has highlighted several over-arching themes that speak to limits on the effectiveness of educational service delivery and support that EAL/LAL students receive. These are: 1) a sobering reality when neoliberalist practices meet communities of practice; 2) senior administration's lack of clarity consensus on EAL/LAL process for planning and teaching; 3) administrators' lack of clear direction regarding divisional expectations of process; 4) administrators' support of teachers and their professional development; 5) teacher's self-reported readiness and professional development; 6) need for teacher professional development and

mentorship; 7) need for deeper, consistent and more frequent professional development in schools and; 8) societal attitudes and effects on language learners.

My Division, like many others, shares a unifying vision and culture. In my Division that vision includes a neoliberal approach to education. Neoliberalism, as previously mentioned (this thesis, pp. 54, 57), is an orientation that resides within the framework of the Division, influencing how education is funded, where resources are allocated, and which students benefit. Neoliberalism upholds and gives power to the rights of the privileged, and the consequences of a neoliberal agenda include marginalization of the most vulnerable segments of the student population, effectively excluding them from participating fully in an appropriate and inclusive academic, and social experience (Buddle, 2014; Mahmud, 2010). In other words, as stated by Ingleby (2013), in implementing a neoliberal approach, "there is an assumption that there are innate differences between individuals with respect to intelligence, motivation and moral character" (p. 120; see also, Lave & Wenger, 1991). Evidence of the prevalence of a neoliberal orientation can be found in practices that reflect the Division's day-to-day decision making. This Division demonstrates strong neoliberal tendencies in how it hires staff that are unprepared and under-qualified, and funds appropriate programming for EAL/LAL students without ensuring all of those students can access them. The Divisional Strategic Plan (RETSD Strategic Plan, 2017-2019) outlines the areas that the Division is currently working on and plans to continue to focus on in the future. However, there is no explicit mention of EAL/LAL, or how it ties into the Division's priorities. The lack of guidance from senior administration and in the absence of explicit policy, it falls on school administrators to decide for themselves where EAL/LAL student support fits into their schema of school priorities and how they address it. Flores (2013), suggests that this phenomenon produces the following results: "A conception of plurilingualism

that fails to explicitly challenge the global inequalities produced by neoliberalism will only serve to reinforce and exacerbate these inequalities" (p. 516). Furthermore, Ligget (2010) suggests that "inequitable practices and school policies," work to marginalize the EAL/EAL population (p. 228). A systematically neoliberal context resulting in the marginalization of EAL/LAL students, as previously mentioned (this thesis, p. 50), and facilitates a "negative social climate [that] is especially detrimental to L2 development, not to mention the psychological impact on self-concept and self-worth" (Penfield, 1987, p. 33).

Outside of EAL/LAL, the Division promotes several other programs (now well-entrenched) introduced and promoted by assistant-superintendent Morgan, that were aimed at improving students' literacy and numeracy skills across the Division. Morgan, as the assistant-superintendent, holds a lot of power and sway in the Division; how he employs that privilege currently has negative consequences for EAL/LAL learners' abilities to access appropriate programming. To illustrate, Morgan also holds the EAL/LAL portfolio in the Division. In his multiple capacities, Morgan introduced the Regie Routman (2014) Residency, a literacy support program. This residency ran for several years across the Division engulfing one school after another in the Regie philosophy of teaching at the early year's level. Having said that, EAL/LAL teachers across the Division neither felt included in literacy specific programming such as the Residency (2014), nor the numeracy specific supports such as the TELP (technology enabled learning program for math) professional development. The message was that these two divisional programs were reserved for 'real' classroom teachers who taught literacy or math; suggesting that EAL/LAL teachers apparently do neither (Kouritzin & Matthews, 2008).

According to Briscoe (2014), racism ensconced within institutions has been well documented, and "it is the result of myriad seemingly innocent practices and understandings that

work together to produce negative effects for racialized groups" (p. 353). Based on my interviews with senior administration, administrators, and teachers, the community of practice in this Division is fractured; there is neither cohesion nor common understanding between administration and teachers regarding what is needed to support all students. Moreover, there is little follow-through by administration addressing the needs they see within their schools, as the Division does not have specific provisions in its Strategic Plan to address EAL/LAL students' programming. Consequently, any thoughts shared by senior administration, school administration or teachers regarding EAL/LAL educational needs, plans and processes may or may not be reflected in practice. Best practices as well as appropriate services for EAL/LAL students are an ongoing challenge for the Division. Rolstad, Mahoney and Glass, (2005) describe this challenge as, "the debate over how best to serve ELL students [which] has often been clouded by politics" (p. 573). The political landscape in terms of EAL/LAL-appropriate programming is often a matter of how money is used to support programming and resources. Block & Gray (2017) describe this as, "the incessant reduction of the welfare state through cuts to public services" (p. 482). Others such as Howe and Ashcroft (2005) describe systems grounded in democratic ideals, as previously discussed (this thesis, p. 56), such as education for all that should include and benefit all stakeholders in the decision-making process, as institutions that . . . "mitigate power imbalances among citizens to permit their free and equal participation" (p. 2276).

In my interview with the senior administrator regarding EAL/LAL programming in the Division, Morgan, the senior administrator expressed an opinion about the successes and challenges faced by EAL/LAL learners that was hopeful, but not grounded in much specificity, perhaps indicating a lack of familiarity with EAL/LAL students' needs:

> I think people rally around and support [EAL/LAL] students and help them to become literate and proficient in English. In terms of challenges, I think an immediate challenge is the large number of Syrian students whom we received in such a short period of time. (10/8/17)

The lack of specificity also appears to speak to the lack of commitment regarding ensuring all students, including EAL/LAL students, are considered in the divisional planning and programming. Furthermore, the lack of commitment and specificity from the assistant superintendent could also be as a result of, "the . . . neoliberalism within education [that] rests in a series of policies that are based on economy and heavy-handed managerialism" (Ingleby, 2013, p. 127).

According to Morgan, despite indications to the contrary, a lot of support has been focused on schools and teachers to enable them to work effectively with EAL/LAL students:

> We offer support . . . Case-managers at each of the schools, who have varying degrees of knowledge and skill related to EAL, can provide support to classroom teachers. And we have sheltered EAL programs: one at a middle school and two senior years' . . . So those things provide support to schools. (10/8/17)

A quick critical discourse analysis on this statement is revealing. The case managers "have varying degrees of knowledge and skill," implies that the case-managers have no specific EAL/LAL knowledge or ability. The case-managers "can provide support" suggests that they may be able to do so, but it is not really their mandate. And finally, the idea is launched that these not-really-existent "things" are able to "provide support to schools," but not to students. Finally, suggesting that it is okay to have educators and case-managers with a wide array of abilities supporting the EAL/LAL population begs the question: Would this be considered

appropriate in any other curricular area, such as math? The inequity of support and the lack of concern for the quality of that support EAL/LAL students receive is very concerning. Theoharis & O'Toole (2011) state that to have a system that:

> Values students learning English and positions them and their families, languages, and cultures as central, integral aspects of the school community; it necessitates creating school structures where ESL services are brought to the students. (pp.648-649)

Teachers, such as Taylor (23/9/17) also pointed out the fact that EAL/LAL learners come with the most needs academically and emotionally, yet they and are afforded the least support.

Furthermore, the community of practice, as previously mentioned (this thesis, p. 62), includes curricular specialists, such as consultants who work with schools and support teachers in the classroom by providing resource, meaning, clarity and understanding to classroom teachers. According to Philpott and Oates (2017), for interventions to be effective and supportive to teachers and their classrooms, there needs to be a, "focus on the underlying rationale for protocols and practices, not just on the protocols and practices themselves" (p. 231). Another decision under the purview of Morgan is deciding which consultants will be allocated full-time and which ones will be left at half-time. In the coming year (2018-2019), as a support teacher for the Division moving into a consultant position that includes overseeing early, middle and senior levels, I will be the only consultant who works with all the schools who is allocated only half-time. All other consultants, even those focusing on as few as six schools, are full-time consultants. According to Lewis-Moreno (2007), "we as educators have a moral obligation to prepare students in our schools to be successful in the world that awaits them (p. 775)," and no one would argue this fact; however, to accomplish this feat, teachers of EAL/LAL learners must have support to address the needs of their students. For this to occur, Teachers need high quality

training and support to become skilled at planning and delivering instruction that integrates second-language learners into the mainstream classroom" (Lewis-Moreno, 2007, p. 775). With only a half-time EAL/LAL Consultant available to support all the teachers in the Division with EAL/LAL learners, this is not likely to happen. Additionally, allocating only a half-time consultant suggests that EAL/LAL students and their learning needs are not a priority for the Division. The idea of cutting back an EAL/LAL Consultant speaks to Platt, Harper and Mendoza's (2003) warning regarding the role of second language specialist: "If we as TESOL professionals are unable to articulate and defend our specialized roles, we may find ourselves swept away by mainstream educational reforms" (p. 128). This speaks to the priority EAL/LAL education has in the eyes of senior administration and the funds they are willing to put towards supporting it. In this Division, the one half-time EAL/LAL Consultant bears the burden of being the sole transformative force in EAL/LAL planning, as was mentioned by Pat during the interviews (17/7/17: see p. 90). However, EAL/LAL is only a priority by default, because the Division receives money from the province the senior administrators must show how it used the grant to support learning throughout the year.

The money that is received by the Division is broken down to cover educational assistants' salaries, the cost of one LAL teacher, several casual EAL support positions around the Division, and the rest is given to the 40-plus schools so that they may purchase resources to support the EAL/LAL students in their schools. However, during the last three years, there has been a pattern of schools calling me in March (as the fund expires in April) seeking advice regarding what resources they should buy to support the EAL/LAL students in their schools. I am always baffled by the request as I am not familiar with each school's specific EAL/LAL population, but then again it seems, neither are the schools. This further speaks to a lack of

investment in EAL/LAL students' needs and a cursory commitment to their education, not what one expects in a caring and supportive community of practice.

Moreover, administrators I spoke with voiced concerns about the lack of discussion regarding EAL/LAL at the administrative level. Riley stated: "I think that there needs to be some general teaching to all administrators" (7/9/17). The awareness of a need for additional focus and support of EAL/LAL as a curricular area in the Division seems to be clear at the level of the teachers and the administrators, most of whom believe in providing a community of practice for support for all students. However, the top-down, neoliberal perspective of senior administration precludes the Division from moving forward in a direction that would see greater support both financially and educationally for EAL/LAL students, as previously discussed (this thesis, p.55). Block & Gray (2017) describe this top-down phenomenon as a movement towards an end where students such as the EAL/LAL students in the Division are marginalized.

Administrators, like teachers, recognized that there was a lot of room to grow in EAL/LAL professional development for teachers, and for whole-school professional development. Non-EAL/LAL-program school administrators recognized that support of EAL/LAL students stemmed from an inclusive school culture, supporting all the EAL/LAL student's needs and providing the requisite tools to teachers to help them to effectively support their EAL/LAL population. Administrators, both principals and vice principals I interviewed repeatedly stated their wishes and described their efforts in supporting their staff and EAL/LAL students, as one would expect in an effective community of practice. However, many administrators were willing to admit that the system has gaps in service-delivery to EAL/LAL students; yet, their focus was limited to the need for professional development for teachers and possibly to a reallocation of resources in order to better support EAL/LAL learners. For a truly

transformational wave to impact current practices there needs to be a swift and decisive change in how administrators interact with EAL/LAL learners and programs. As mentioned previously (this thesis, p. 42), social justice is a tenuous construct in the Division; Theoharis & Toole (2011) describe the kind of change that is required: "A central tenet of social justice leadership is that school leaders must act as advocates in their schools and communities and, specifically, as advocates for the needs of marginalized students" (p. 648). Given that this is the case, it seems clear that to achieve more equitable education for EAL/LAL learners in this Division, principals will need to become more familiar with this population of students and their needs. It is difficult to advocate for unfamiliar students.

Administrators' support of teachers in a school often translates into funding for substitute costs, speakers, or resources. When a topic is not front and center in the Division's collective mind, then chances are good funding will be sparse, thereby translating into teachers who lack the skills and resources required to meet EAL/LAL students' needs. This speaks directly to the lack of cohesion and leadership in creating a consistent community of practice that is inclusive of EAL//LAL learners.

Administrators at every level struggle to work within the broken community of practice. In a smaller school, an administrator can oversee and be aware of all the schools' and students' needs; however, with little divisional cohesion and no clear directive regarding EAL/LAL programming, Ryan (29/8/17), an early years' non-EAL/LAL-program school administrator, stated that there was only so much that could be done to support teachers of EAL/LAL learners:

> There are various levels of buy-in, so that's something that we're trying to deal with and encourage people to take those risks and keep learning . . . Our teachers are encouraged to attend EAL professional development opportunities throughout the year. (29/8/17)

This comment also made me wonder where the responsibility lies in this school to ensure all students receive equal and appropriate educational opportunities. Jean, a senior years' administrator at one of the EAL/LAL-program high schools, shared his musings on the topic of professional development for teachers that is both nonspecific and limited at the same time:

> We are moving on a journey and . . . a piece of our profession development calendar this year [is] dedicated towards the whole concept of cultural diversity and culture proficiency. So, part of that had the tentacles of culture proficiency. My thinking is about developing understanding first of cultures, but it doesn't stop there. (23/8/17)

Conversely, Riley (4/9/17), another administrator suggested that hiring staff who look like the students do and speak the same languages they do sounds like a good start. However, this administrator is a rare and unique individual in the Division. For the most part, it appears administrators, perhaps owing to the lack of divisional structure and direction, seem to find it easy to divest themselves of owning responsibility for their EAL/LAL student populations. Therefore, consistent, inclusive educational settings, as previously discussed (this thesis, p. 56) and as outlined by Theoharis and O'Toole (2011), where "each student has the right to an authentic sense of belonging to a school community where difference is expected and valued" (p.649), are only a hope at this point. Failure to accept responsibility for a marginalized segment of a school's population suggests that schools not only lack a community of practice perspective, but that are both hegemonic and discriminatory, as previously mentioned (this thesis, p. 50). If one was to realistically survey the nature of any multilingual society, it would be clear that it consists of a multitude of facets including, "indigenous, immigrant, and transnational groups, a number of languages . . . not only English" (Shohamy, 2007, p. 128), and therefore schools need to adjust their programming and processes not just for EAL/LAL learners, but for all learners.

At the high school level, the schools are large and there are many participants in the school community of practice, including administrators, team leaders, resource teachers and classroom teachers. In my opinion, as someone who has worked as a teacher and in an administrative capacity, I believe that, it is important that there be leadership, oversight and communication in ways that work, such as an EAL/LAL department head or team leader who is versed in all aspects of EAL/LAL in their schools. In their study, Mistry and Sood (2010), found that a lack of leadership, oversight and communication results in a lack of common understanding of EAL/LAL students' needs between administration and teachers, resulting in lack of support for appropriate programming. Without specifically assigned roles, it becomes more difficult for EAL/LAL-program teachers to feel supported, or to feel as though they can do their jobs competently. In one EAL/LAL-program high school the EAL/LAL teacher has been included under the resource department and the English department, neither of which meets the needs of the teacher. The fact that a principal at an EAL/LAL- program school speaks of being on a journey, as previously mentioned (p. 122) and how this will somehow impact practice positively someday does not speak to a clear direction or understanding of the need for equity in supporting EAL/LAL learners. Moreover, when speaking with administrators, I found that there seemed to be an incongruity between the desire for more support and professional development, and an action-plan for how this would happen in their buildings over time. Young (1996) discovered that without appropriate specialized training, EAL/LAL teachers in *sheltered* programs did not have the skills to prepare students for mainstream classes. Professional development as mentioned previously (this thesis, p. 37), and especially PLCs (Professional Learning Communities) that are a favourite of teachers, have shown little impact in changing how teachers practice their craft. Philpott and Oates (2017) suggest, for example, that the only

changes that result from PLCs are "invariably in the direction that is mandated by authority" (p. 212).

Aside from administrators, teachers work as a part of the community of practice to support EAL/LAL learners. There were some examples in the interviews of a collaborative process between classroom teachers of EAL/LAL learners and resource teachers working together to plan for and assess EAL/LAL learners, in the manner that was described in the divisional memorandum, *EAL Planning and Reporting Guidelines for Schools* (Drysdale, 2016). However, not all schools abide strictly by the guidelines, depending on their school culture and where EAL/LAL fits within that schools' culture. Mistry and Sood (2010) found that at times the message administrators send to classroom teachers is that second language learners are not a priority in the school. When it becomes clear that neither the classroom teachers nor the resource teachers have the answers to effectively support EAL/LAL students in the school, professional development seems a likely way to address this gap in a positive and effective community of practice.

Both EAL/LAL-program teachers and non-EAL/LAL-program teachers voiced a desire to participate in more practical professional development opportunities. Teachers were willing to attend opportunities to learn outside of school hours, on their own time. According to participant Kris:

> I care about my job - even if there was a PD outside of work hours - anything so that you can talk to somebody who knew or at least had a background in EAL - to have that ability to talk to other people who were in the same boat. (16/8/17)

Similarly, Philpott and Oates (2017) found that for professional development such as a PLC is to be effective in supporting teachers' learning, teachers "need to widen their 'horizon of

observation' in several ways" (p. 232), including where and how PLCs are enacted. Teachers seem to be aware of their shortcomings but place the onus of finding and attending professional development on the Division, rather than themselves. In their study, Philpott and Oates (2017) suggested that teachers need to be more critical for their practice and its authenticity, impact and effectiveness for all students. A desire to upgrade one's credentials and knowledge speaks to a desire to be a more effective member of a community of practice; yet, not one teacher or administrator stated that they planned to attend formal classes at any educational institution in the future. Professional development is always a positive, however it cannot exist in a vacuum, it needs to be a part of a bigger movement. Philpott & Oates (2017), in their study of professional learning communities recommend practitioners "scrutinize and modify protocols and practices" (p. 231); arguably, the best place to do this is in a formal learning setting, focused on the integration of theory and practice, such as a university. Professional support of teachers in the Division is one aspect of the community of practice that is a gap from the teachers' perspectives. Teachers expressed feeling uncertain and unsupported in trying to support their EAL/LAL populations (see above, p. 54). Teachers continue to be hired to educate classes full of EAL/LAL learners without having the requisite backgrounds, without even plans to acquire educational qualifications in EAL/LAL. MacNevin (2012), in a similar study, found that teachers of EAL/LAL learners do not receive sufficient professional development or training to feel competent working with second language learners. This does not support the communities of practice perspective because it promotes a system of inconsistent program delivery for EAL/LAL learners in the Division that, in turn, has the potential to negatively impact their EAL/LAL students' prospects for future education and employment. Such concerns have been given voice by researchers such as Ingleby (2013) who made similar arguments regarding the competing

ideologies that guide perceptions of effective educational service delivery. Moreover, putting ill-prepared teachers in classrooms with EAL/LAL learners sends a message that those EAL/LAL learners are not valued or considered to be legitimate within the school division. This finding also resonates with those of Ghosh (2012), who suggests that due to the often-exceptional needs and extenuating circumstances of EAL/LAL students, in an effective community of practice, to achieve equity, second language learners require more support and more resources than their English–speaking counterparts in order to maintain a level playing field.

Teachers of EAL/LAL learners suffer because the educational requirements that they must fulfill in pre-service programs (above, p. 44), do not prepare them for the reality of the classroom once they enter the school system (Miller, 2011). Likewise, in my study, among the teachers who had neither taken courses nor had teaching experience with EAL/LAL learners, many voiced a desire to observe (Harley, 4/9/17), co-teach (Jesse, 11/8/17), or work with a mentor (Marley, 30/8/17) or Consultant (Jamie, 1/9/17; Jordan, 8/8/17) in order to build their capacities as EAL/LAL teachers. Again, registering at the University of Manitoba to upgrade their education in EAL/LAL seems to be a pretty obvious solution; it is what I did, and what many of the leaders in EAL/LAL have done in the province. We cannot provide professional development that will substitute for the hundreds--or thousands--of hours we have put into understanding how to work with EAL/LAL students. The current context within the public-school system is one in which EAL/LAL students are an integral part of every classroom, and every school "places increased pressure on university teacher-educators to prepare general education teachers" (Ligget, 2010, pp. 217-218). Thinking that students with significant language needs and sometimes educational gaps (as is discussed in the literature, see above, p. 48), can be appropriately educated by teachers who have only attended a few hours of

professional development or who have only observed someone else's teaching is disrespectful to our profession, not just as EAL/LAL teachers, but as teachers in general. The acceptance of such a premise is effectively a 'deprofessionalization' (Miller, 2011) of the EAL/LAL specialist. One wonders if a lack of readiness such as this would be acceptable in high school physics, biology or calculus class, as it is in the teaching of EAL/LAL students.

There seems to be a perception among administrators that in EAL/LAL education, unlike in other curricular areas such as early year's numeracy or literacy, that a yearly PD is sufficient to build teaching capacity to work with EAL/LAL learners. In fact, the knowledge required to teach EAL/LAL well, and to do so while integrating language with content-area study, is challenging and requires a great deal of knowledge in addition to content area knowledge (Coelho, 2016). More than a decade ago Kanno and Applebaum (1995) reminded us that curriculum and language cannot be divorced from each other, that students' knowledge and their language learning must go hand-in-hand to ensure students' personal growth and learning, as mentioned previously (this thesis, p. 35). Yet, often it is teachers with the least experience and/or who are the newest who are assigned EAL/LAL classes to teach; therefore, arguably those with the least knowledge and experience are frequently tasked with the most vulnerable and needy students. In the hands of such teachers, even where specialized programs exist, those programs cannot meet the needs of EAL/LAL learners, or contribute to a supportive community of practice. Rather, such programs become little more than a housing site for second language learners (Garcia, Lawton, Diniz De F. & Eduardo, 2012).

As Coelho (2016) suggests, EAL/LAL students require very specific support. This in turn requires skilled teachers who can adapt to the diverse set of experiences each learner brings to the classroom:

> It is important to consider all the factors that may be affecting a student's learning (e.g., access to previous schooling, quality of schooling, previous exposure to English, emotional factors related to the circumstances of immigration, and the amount and nature of ESL support provided). (p. 31)

A community of practice that allows the marginalization of a segment of its demographic is not really a community of practice at all. In fact, purposefully ignoring the needs of a segment of a Division's (or school's) population based on a shared characteristic is likely not strictly within Canadian policies or laws. Why is it okay for EAL/LAL as a subject area not to be subject to rigour and planning that other curricular areas such as English, math and science are? If EAL/LAL is considered by the province to be a curricular area, why are teachers not required to have at least as much qualification and experience as that required of teachers hired for any other curricular area (Manitoba Education and Learning, Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, 2011 draft)? Also, if EAL/LAL is indeed a curricular area, then why is there no curriculum? Are EAL/LAL learners not equal stakeholders in the community of practice? According to Nowlan (2008), although the idea of providing EAL/LAL learners with a supportive approach for all students in the school is the stated goal, this is often not the reality.

According to Haas and Gort (2009) the process of providing EAL/LAL learners with appropriate and equitable education is complex and requires skill on the part of all educators, teachers and administrators alike. In those places where the skill (or the will) to integrate EAL/LAL learners is lacking, Vandrick (2015) suggests that EAL/LAL learners are not part of the community of practice; instead, they are often "slighted, ignored, or actively discriminated against in classes, educational institutions, and the surrounding society" (p. 55). According to

Ruiz (1984), second language learners, regardless of their background or first language knowledge, are all painted with the same English-language deficient brush that allows this kind of marginalization to continue.

Furthermore, administrators and teachers hoping to build a community of practice by relying on professional development to better support EAL/LAL learners is problematic because not every teacher will attend all available professional development opportunities, and not all professional development opportunities are appropriate or valuable. Also, for those teachers having little expertise in EAL/LAL theory and practice, a professional development session, or even a series of PD sessions, may not be sufficient to fill all their gaps. Here is where the paradigm of a good community of practice in this Division falls apart. There seemed to be a lack of consistency between administrators seeing a need in their schools and their commitment to providing a staff with professional development. Bailey (23/8/17/) stated that there had not been any professional development for EAL/LAL in the school in recent memory. Based on Bailey's comment, I suggest that administrators are aware that there is much work to be done and that teachers need to be better prepared in supporting their EAL/LAL populations. Yosso (2005) suggests that a lack of professional development among staff such as this one allows for a deficit perception of EAL/LAL students to foment in the school system, perpetuating a system of inequity. A part of the responsibility for school level administrators failing to support EAL/LAL learners and their teachers can be placed at the feet of the senior administration and the Board for lacking a EAL/LAL divisional educational policy (Reporting and Planning for Student Success, 2015-2017). In fact, arguably, the Division bears the greatest responsibility in creating conditions that are conducive to developing an effective community of practice. Guidelines and practices around languages, in the absence of policy, need to uphold the best practices and rights of the

stakeholders, in this case, the students (Stephens & Cassels-Johnson, 2015). One of the ingredients required in making such conditions present is ensuring there is equity and social justice for all students.

Equity and Social Justice

Equity and social justice can be defined as the way in which senior administrators, school-level administrators and teachers perceive and treat students. For equity and social justice to exist for all students, those in positions of power need to be aware of the elements of privilege and hegemony that exist (Ladson-Billings, 1998), and that can also result from their actions. In a Division upholding the philosophical principles of inclusiveness and democracy, as discussed previously (this thesis, p. 57) there should be high expectations for all students, and education that is both appropriate and accessible to all students. Equity is not merely equality or perceived fairness (Ghosh, 2012), because the neediest students often require the most support. Often, EAL/LAL learners face challenges beyond learning a new language as they are positioned as outsiders, consciously or unconsciously by those who have the power to ensure them or deny them equity (Vandrick, 2015).

Social justice (see above, p.42), as a guiding principle for education is not always popular, probably because equity initiatives can be expensive and can cause upheaval in the status quo (Theoharis, & Toole, 2011), but doing the right thing is the responsibility of those tasked with running public schools in this Division. Resonating with previous literature, I suggest that providing EAL/LAL students with appropriate, quality education is not a choice; it is a moral imperative (see above, p. 56). Administrators have the power to make changes in their schools, and therefore they have the power to make changes in the Division. Giving EAL/LAL

students access to English as a second language provides them with the tools to access cultural capacity, allowing them power, agency and voice (Lyons, 2010).

Being aware of a need necessitates that administrators whose educational philosophies include equity and social justice, act and make changes that support all the students in their schools. The following areas were highlighted throughout the study in the context of equity and social justice: 1) senior administration's perceptions of EAL/LAL; 2) divisional policies pertaining to EAL/LAL; 3) EAL/LAL students' access to appropriate programming; 4) teachers' readiness to teach EAL/LAL students; 5) teachers' perceptions of EAL/LAL and their perceptions of their role as educators; 6) educational assistants' roles in classrooms in supporting EAL/LAL learners; and, 7) appropriate educational settings for EAL/LAL students.

As previously mentioned above (this thesis, p. 83), the assistant-superintendent sets the tone regarding how EAL/LAL students are perceived within the Division. The assistant-superintendent is also in charge of EAL/LAL programming and funding; therefore, the person in this role has the last word on how the educational environment is structured. It is important to point out, however, that the assistant-superintendent, like all other senior administrators in this Division, belongs to a privileged, dominant-culture stratum of society, and therefore has no firsthand experience of the cultural, linguistic, or socio-economic challenges faced by immigrants and refugees. It may indeed have been easier for senior administrators and school administrators as well, to be able to relate to and support the immigrants who arrived between 2008 and 2015 in the Division. Most immigrants during that time spoke English fluently, and few, if any, derived from refugee backgrounds. However, compared to the previous waves of immigrants who came with a solid background in English language and social mores, the current EAL/LAL demographic is both socially and educationally needier. Despite the many and varied

needs of current EAL/LAL learners, there have been no increases to the allocated funding or the number of EAL/LAL specialists and EAs hired; nor have the transportation processes changed significantly to accommodate these increased students' needs. According to the provincial website, provincial funding has remained the same for the last decade (MEAL, Funding of Schools 2018-2019 School Year, 2018 p.12); provincial finding support EAL learners for their first four years allocating 800$ for the first year and 750$ of the following three years. The message from the province in curriculum and funding is one or inactivity, this lack of progression and development speaks to an archaic view of EAL, one that is disrespectful and inequitable.

These decisions speak to a lack of concern for equity and social justice for EAL/LAL learners. It is a misuse of power and a nod to privilege to allow known inequities to remain while EAL/LAL students struggle to be able to access appropriate programming, to become academically successful. Theoharis and O'Toole (2011) found that in their research conducted in the United States EAL learners were marginalized academically and socially because of their appearances or their accents as mentioned previously (this thesis, p. 30). Inclusivity in the educational system cannot be achieved without first creating equity. Marginalization of any vulnerable group precludes a system from being equitable. Social justice demands that all students are provided with the opportunity to fulfill their potential and to strive for excellence. Consequently, the educational systems in North America must move past a system of discriminatory barriers and labels of deficiency based on language; they must strive towards a systematic support of all students regardless of their cultural or linguistic background.

According to Morgan (10/8/17), the assistant-superintendent of schools, Division-wide assessments show that there is a gap in EAL/LAL students' ability to be academically successful,

as previously mentioned (this thesis, p. 33). According to divisional standards tests, EAL/LAL students in early years as well as in grade twelve are testing two years below the divisional average. However, despite these indicators in both literacy and numeracy at the early years' and the senior years' levels, no wide-sweeping adjustments have been made to support EAL/LAL learners' needs. Addressing these gaps would require that senior administration provide administrative leadership, clear communication, and a framework for oversight with strongly worded directions that would ensure school resources and funds are being used to support EAL/LAL learners' needs. Also, all teachers hired to work with EAL/LAL learners would be required to have educational and practical knowledge of EAL/LAL best practices. Hiring teachers who are unprepared or unqualified to teach EAL/LAL learners speaks to a level of disregard for, and willingness to maintain marginalization of, a segment of the Division's student population, as previously discussed (above, p. 54).

Divisional testing and the resulting disaggregated data shared by Morgan, the assistant-superintendent, is not supporting the needs of EAL/LAL students. In fact, there are strong indications that standards tests are an inequitable measuring stick to use (Theoharis, & Toole, 2011). Consequently, Morgan (10/8/17) stated that at every stage of their education, EAL/LAL students are below the divisional average; however, it remains to be seen whether the students are below the divisional average because they are unable to perform in English on those measures, or if they are indeed unfamiliar with the content being assessed – or both. Murakami (2008) suggests that less than desirable results on standards tests by EAL/LAL learners are easy to lay at the feet of the students, essentially blaming the victim. Failure to act on known discrepancies appears to buy into this un-articulated philosophy identified by Murakami (2008).

At the same time, there is a perception that EAL/LAL learners are somehow "lesser-than" Canadian students because they do not speak English, reflecting a deficit view of EAL/LAL learners held by some teachers and administrators, as was noted in the literature (above, p. 47). Sam, an early year's administrator summarized this phenomenon as follows: "what can't happen, are for EAL students who are acquiring new language, new culture to be viewed as having deficiencies in areas, or it being cognitive. It's not cognitive – it's language based" (28/8/17). In echoing this administrator's words, it is important to recall that in all areas of school life, standardized testing does nothing to help or assess EAL/LAL learners authentically. The results suggest that EAL/LAL learners are not meeting grade level outcomes, but it does not show what they know in their first languages. This creates "punitive and stressful learning environment[s] for ELLs [due to the] setting [of] impossible expectations for English-language learning and by demanding that students meet those expectations as measured by state-mandated tests" (Briscoe, 2014, p. 371).

Aside from the EAL/LAL portfolio, the assistant-superintendent also oversees languages such as French immersion, basic French, Spanish, Japanese and the German and Ukrainian bilingual programs. As previously mentioned (above, p. 53) regarding heritage languages, there does not seem to be the same tension or lack of equity for English-speaking students learning their heritage languages, or French as an additional language (FAL), as there is for immigrant and refugee students learning English as an additional language in the Division. Currently, because EAL/LAL students cannot access EAL/LAL programs, some parents are opting to send their children to French immersion program schools located around the Division as busing is supplied with no limitations or qualifications. According to Miller (2003), language policies are a demonstration of power; some language programs, those for English speaking students are

supported, while EAL/LAL programs are under constant duress. It would be difficult to claim that EAL/LAL students are being treated inequitably if it were not for the fact that students who wish to attend French Immersion in the Division receive busing to whichever school they wish to attend. In the case of this Division, the power play is easily illustrated; EAL for immigrant and refugee students is not sufficiently supported to accommodate all students who need it, but FAL meant for white, middle-class native-English-speaking student is. Consequently, the Division is creating an additional gap for EAL/LAL learners who, upon arriving to Canada, may not be fluent in English, must now begin learning in French and may in the end become partially, and insufficiently fluent in both Canadian languages, adversely impacting their future opportunities.

The assistant-superintendent is not only charged with managing many portfolios, including the EAL/LAL portfolio, but also has the role of developing policies to support those portfolios. Yet, as previously discussed (this thesis, pp. 25, 55), there are no policies in this Division governing the education for EAL and LAL learners; instead, all guidelines are disseminated yearly as a series of memoranda. On the other hand, although the Division's commitment to these guidelines is not enshrined in policies, perhaps this is a positive. The lack of policies can potentially allow more equitable processes and programs to be developed; in the future, those could become policies. Theoharis, & Toole (2011) remind us in this regard that there is no easy road to meaningful change and inclusion; it is hard work and requires leaders commit and invest in the process: "Socially just practices are possible for ELL students when school leaders are willing to actively engage in the struggles and often difficult processes that lead to inclusive practices and mind-sets" (p. 681).

How is the support of EAL/LAL students connected with policy for example, the stated Divisional priorities (Safe Caring Inclusive: 2015/2016 Annual Report to the Community, 2015,

p. 4)? Teachers' abilities to support EAL/LAL learners in the most appropriate settings is shaped and limited by Divisional guidelines and policies, most notably in the memoranda about transportation (Drysdale, 29/9/2016), and bus tickets (Drysdale, 29/8/2016). Participants revealed that even when students are assessed and identified as needing EAL/LAL sheltered programming such as that described above (this thesis, p. 51) as the most appropriate program option for them to be successful, transportation is often not made available. Consequently, students are left in regular classroom in their local schools where classes are conducted in English and the students have very little support. This is an age-old conundrum best summarized by Ingleby (2012): "The difficulty appears to be when 'ways of being' (or policies about practice) are separated from 'ways of knowing' (practitioner expertise)" (p. 127).

Not only are there no policies governing EAL/LAL integration and instruction, but also EAL/LAL as a curricular area is not listed as a priority in the divisional documents (Reporting and Planning for Student Success, 2015-2017). How can EAL/LAL students hope to attain high levels of academic success when they are marginalized to the point of being invisible in the eyes of policy and priorities? When asked about the divisional priorities and why EAL/LAL was not mentioned, Morgan (10/8/17), the senior administrator in charge of EAL/LAL, pointed out that many other programs made available to students in the Division are similarly not itemized in the divisional priorities document. However, unlike basic French or German bilingual programs, which are all choice courses, English language proficiency is a requirement for students to be able to be successful in all other courses that EAL/LAL students must take and pass in order to graduate high school. As long ago as 1974, in the landmark Lau versus Nichols class action suit against the San Francisco Unified School Board, Justice William Douglas wrote the words that every EAL/LAL teacher since that time has been able to quote:

> Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful. (cited in Ovando et al., 2003, p. 41)

Additionally, as described by Ingleby (2013), there is a tension between what is fiscally right or most convenient and what is democratic and inclusive in the choices leaders make every day:

> The 'constant struggle' within the educational context is a consequence of the inherent contradictions that operate within unequal societies. These inherent contradictions hold the potential to produce competing ideologies that hold different understandings of the purpose of education. (p. 123)

The assistant-superintendent likes to point out that there are three designated EAL/LAL sites in the Division with *sheltered,* transitional programs; however, EAL/LAL students are more often than not choosing to attend their neighborhood school because they cannot access the EAL/LAL sites. That is, even though there are two high school programs and one middle years' EAL program in the Division, not all EAL/LAL students are able to access these programs due to a lack of funding for transportation, resulting in insufficient school busing and insufficient bus tickets for EAL/LAL students. EAL and LAL students who are refugees come with very few resources and, as described by teachers and principals alike, live in meager conditions when they first arrive in the Division. Paying for public transit is a cost that they cannot afford, not to mention that sending a twelve-year-old child, a grade seven student who does not speak the dominant language, on public transit in an unfamiliar city is not a welcome thought to new

Canadian parents (as it would not be for Canada-born parents facing similar circumstances). Riley (7/9/17), an early/middle school administrator, described the demographics of her students, including many EAL students as follows: "We have two very large Manitoba housing complexes, so we get them from both sides. There's lots of poverty." Clearly the administrators can articulate the problem but have not yet managed to articulate a solution. The lack of equity and social justice is painfully clear in these examples.

Access to EAL/LAL program sites due to a lack of transportation options limits EAL/LAL students' access to equitable and appropriate education. However, even when EAL/LAL students find themselves in regular classrooms, there should be supports in place to meet their needs. In this regard, both principals and teachers described a need not only for more frequent professional development opportunities, but also for additional education assistants. Teachers believe that increased funding for educational assistants would allow teachers to provide more targeted support to EAL/LAL learners in their classes. Teachers use the curricular outcomes for courses to develop lesson plans. The curricular outcomes are standardized and do not take into consideration the spectrum of abilities found in the classroom. As a result, many view educational assistants as vital in helping support EAL/LAL students' learning in the classroom, even though educational assistants are frequently not trained to support EAL/LAL learners, are frequently not university graduates, and therefore use of EAs leaves the needs of the most vulnerable and needy students with the least qualified professional. Moreover, most classrooms do not have more than one educational assistant, if that. In most mainstream classes without educational assistants, EAL/LAL students are left to their own devices. Long-term, this impacts EAL/LAL students' motivation and academic success, and objectively speaking, this is not what equitable education looks like. Equity and access are the two main challenges of

EAL/LAL learners in the Division perhaps because of concerns expressed by Ingleby (2013) and others: "The educational context is characterized by competing stakeholders who are trying to gain or protect possession of educational capital" (p. 123).

However, accessing EAL/LAL programs in the Division does not guarantee an appropriate and equitable level of education since many of the teachers in the EAL/LAL-program classes have admitted to not having the expertise to work with EAL/LAL students, and also to not planning on upgrading their education or qualifications to do so, a resonance with previous literature (see above, this thesis, p. 54). At the high school level, outside of the *sheltered* EAL/LAL sites, EAL/LAL students should have access to adapted programming in the form of E-credit. In theory, the E-credits system in the Division focuses on providing EAL/LAL students in regular classes an adapted approach to the course with a focus on building content-area vocabulary together with a modified number of content-area outcomes, rather than focusing alone on fulfilling all the outcomes. Within the regular classroom, up to 50% of the curriculum may be adapted in the E-credit course. The theory does not always translate into practice. It is not uncommon for high-school teachers to come into the school office in June requesting that the "E" be *post-priori* applied to a course for an EAL/LAL student who had failed the course after having been in the class all semester without an adapted plan. Students who take E-credit courses that are appropriately adapted for them individually, in time can transition to regular courses with support to build their vocabularies and knowledge of the content (above, p. 49). The hope is that students will transition to "regular" courses before they graduate, following which these students will be able to pursue post-secondary education or vocational courses in accordance with their desires and aptitudes. However, without appropriate adaption of courses or sufficient support throughout their high-school careers, more and more students are aging-out of high

school at 21, leaving them no other recourse than adult education to complete tertiary-education pre-requisite courses. This is problematic; adult education is not free and has a pre-requisite English language ability level, which these students often have not reached. Being left in this educational limbo invariably impacts EAL/LAL students' future educational plans and occupational possibilities--not to mention that English language ability is a requirement for citizenship. This Catch-22 situation would not be considered acceptable for any other 'regular' student. Furthermore, mainstreaming of language learners is a reality within this public-school Division, taking the form of transitional processes for those students who are ready, and/or placement of new language learners in a near-by school of their choice, prior to readiness. As previously mentioned (this thesis, p. 62), mainstreaming is fundamentally an inequitable educational process. Not all EAL/LAL students find success when mainstreamed, especially when they are mainstreamed prior to being ready (Kouritzin & Mathews, 2008).

Peyton (30/8/17), a senior years' principal at an EAL/LAL-program school clearly defined the gap in knowledge in the school as it related to supporting EAL/LAL students transitioning from the *sheltered* program to the mainstream classes:

> I think that's really the key -- as students move out of the sheltered program into the regular classroom we need more and more teachers. We need them to have some time and some training to realize . . . How must I adapt my teaching to be effective for them? How can I best support them? (30/8/17)

These questions once again highlight the confusion surrounding EAL/LAL learners in the Division. Asking the questions is insufficient when the answers are clear. According to Briscoe (2014) and Ghosh (2012), equity and social justice must guide process and planning for EAL/LAL students as it does for non-EAL/LAL students.

The idea of professional development is a much-lauded and much-subscribed concept within educational practitioner circles (see p 52, above); however, the passive reception of information is a PD setting is insufficient to build teachers' capacities. Higher education is also needed: "Knowledge of the academic literature. . . would [be] an affordance for teachers to be more critical and discriminating in their observations of classroom practice" (Philpott & Oates, 2017, p. 231). In my research, classroom teachers with EAL/LAL learners claimed that they want to do their best to meet students' needs, even though several teachers admitted to using trial and error, or to just struggling along hoping for the best. For example, Jordan, an early years' non-EAL/LAL-program schoolteacher described her recent experience working with an LAL student as follows:

> Recently, a little guy showed up . . . I didn't speak Somali, he didn't speak English. And we spent a lot of time crying. He would sit on my lap crying and I would apologize to him because it's not his fault, it's my fault he didn't understand. Lots of hand gestures and things like that. . . So, I muddled through. (8/8/17)

Likewise, Kris (16/8/17, p. 67), Jordan (8/8/17, p. 112), Kelly, (9/8/17, p. 80) and Taylor (23/8/17, p. 80), all non-EAL/LAL program teachers in early and middle years' schools, admitted to using hit and miss tactics to muddle through, as previously discussed (this thesis, p. 86) when working with EAL/LAL students. In a Division that appears to sanction social injustice and inequity, it is easy for teachers to demonstrate this lack of ownership regarding EAL/LAL students, seeing them as somehow removed and not really 'their' students or their responsibility. Support for teachers such as the ones who shared their experiences struggling to work with EAL/LAL learners requires not just a process that focuses on the WHAT but also one that considers the WHY; the underlying reasons and process must be simultaneously addressed

(Philpott & Oates, 2017). That is, teachers need to understand the theory behind second language acquisition, what effective support for second language learners looks like and how to support language and content learning effectively. Situations such as muddling through speak to the lack of priority placed on the quality of education EAL/LAL learners receive in the Division. It seems hard to imagine any teacher using trial and error when tasked with the education of any students, particularly the most vulnerable students in the classroom. This approach would not be acceptable in any other curricular area, but unfortunately, appears to be all too common in EAL/LAL education. It may seem reasonable to expect teachers to upgrade their educational qualifications, and to make it a priority to become more proficient and effective educators for their EAL/LAL students.

Is it the responsibility of a teacher who has already been hired to ensure she has the qualifications to do her job, or is it the responsibility of an administrator to ensure she has those qualifications before hiring her? Mistry and Sood (2010), suggest that administration needs to be better aware of EAL/LAL learners' needs and therefore need to suitably adjust the requirements and skills necessary for the teachers they hire. According to Harper and Jong (2009), there is a greater awareness of the importance of qualified teachers with EAL/LAL pedagogical skills beginning to develop; however, it seems that the needs of the few (EAL/LAL students) are supplanted by the needs of the many. Consequently, according to Penfield (1987), few classroom teachers have the requisite training to meet EAL/LAL learners' needs.

This is a complex problem. On the one hand, I find it confusing why an educator who is aware of having such devastating limitations does not take the opportunity to complete, or at least begin, a PBDE (Post Baccalaureate Diploma in Education) offered in Manitoba in TEAL or a Master's degree in TEAL, both of which are available at a university less than a half hour's

drive away. One might argue that expecting teachers to complete a Master's in TEAL is unrealistic, even though completing a PBDE or Master's degrees adds substantially to a teacher's salary. While many teachers complete Master's degrees in Administration to increase their salaries or to become contenders for administrative roles, few would consider completing a graduate degree in TEAL. Perhaps there is a lesson in the neoliberal ethic here as well; if additional qualifications in EAL/LAL were valued, then the Division might pour more resources into EAL/LAL teacher training.

The teachers' inadequate academic and practical experience in working with EAL/LAL students combines with teachers' misperceptions of students' needs to highlight the inequity and social injustice endemic in this Division. Teachers' perceptions of EAL/LAL learners' needs were highlighted by some of the challenges that attended the influx of Syrian refugees to the Division (see above, p. 57). Challenges manifested differently at the early, middle and senior years' levels. In the early year's classrooms, teachers had to contend with oppositional behavior, students fighting and other types of aggression such as stealing food, lack of respect for female staff from male students and name calling. Sam, an early years' administrator, worked hard to ensure that all students felt welcomed and respected, and that all students also took responsibility for their actions: "We choose to say diversity is our greatest pillar of strength, recognizing and celebrating diversity as learners, cultures -- we celebrate that in everything we do, every year" (28/8/17).

Teachers' perceptions of EAL/LAL students, as a result of their own lack of cultural capacity and lack of training was evident in how they spoke about challenges that arose in their schools. In middle years' there are also many challenges, mostly among young, male EAL/LAL students. First, Syrian boys have a difficult time showing the same level of respect to female

teachers as they do to male teachers, (this thesis, p. 40). There is an additional new challenge when students move from learning to read, in early years, to reading to learn (Roessingh, 2018, p.23), in middle years, and their language weaknesses become apparent (Lyons, 2010). Middle year's students in mainstream classes begin to stand out as lagging behind, and teachers with little or no training can perceive and treat these students as language-deficient or cognitively challenged.

Despite the lack of equity and knowledge leading to a lack of social justice, teachers in some non-EAL/LAL-program schools in early years and middle years reported that the response to new Canadian students was overwhelmingly welcoming and supportive, both from staff and students. In EAL/LAL-program high schools, the response was more negative with teachers perceiving EAL/LAL students as incapable, cognitively-challenged and/or behavior issues, a situation that appears not uncommon (this thesis, p.109). Along with this assessment, both middle years' and senior years' regular classroom teachers, perceived EAL/LAL learners as the domain or "problem" of the EAL/LAL program teacher, divesting themselves of any responsibility for the planning, teaching and assessing of the students. Quinn, a non-EAL program school administrator, summed it up as follows: "There's no clear expectation as to what these students should or shouldn't be doing in class. What they're capable of" (24/8/17).

Teachers' perceptions of EAL/LAL students in their school can be filtered through a culturally-dominant view that is not steeped in the knowledge or experiences that EAL/LAL learners bring with them. In most schools, especially EAL/LAL-program schools, teachers and administrators are aware of the personal histories of their students and do not wish to trigger recollections of prior trauma (Tweedie et al, 2017). As described by middle school EAL-program teacher, Harley (4/9/17), when EAL/LAL middle years' students get into verbal or physical

altercations on the playground, this ambivalence to trigger recollection, coupled with a lack of parental inclusion or involvement, has fomented and exacerbated the conflicts, with the result that they went undisciplined, essentially allowing the EAL/LAL students to develop conflicts on a greater scale. According to participants in this research, the mental well-being of students (see above, p. 41) is easily thrown into flux and weakened through the stresses of emigration, acculturation and negotiation of unfamiliar social systems; however, acknowledging this does not mean students should not be redirected to more positive behavior, or counseled as to socially-appropriate ways to resolve conflicts as they align with school-wide behavior expectations. Owing to a lack of cultural capacity among the teachers or administrative leadership from the principal, no appropriate action was taken regarding these students. They were not given the guidelines and expectations of school-wide behavior, because it was thought that their language levels were too low to understand the guidelines, and there was no thought to have these guidelines translated for them. Any other group of students would receive equitable treatment and appropriate consequences, and students' families would be brought in to ensure social justice and support were present for the students; however, this does not occur for EAL/LAL students.

The perceptions of some teachers and administrators across the Division, those who appear to assume that a student who speaks several languages (but not English) and is somehow cognitively challenged is troubling at best and racist/linguicist at worst (see, for example, p. 31 above). Bell and Berry (2014) found that with immigration comes stereotyping (Finley, 2018), which goes a long way to creating and maintaining a hierarchy within a population that lends itself to the resultant negative treatment of lower ranking individuals with racism, linguicism and profiling. In the same way that there is a lack of social justice and equity in teachers' perceptions and practices with EAL/LAL learners, so too is there a lack of social justice and equity.

Pedagogically-trained and EAL/LAL-aware educational assistants work in most EAL/LAL classes in *sheltered* programs, to support learners one on one. Outside of *sheltered* programs there may be only one half-time educational assistant allocated per school that has a significant EAL/LAL population. Based on conversations with teachers and principals, I have learned that this is insufficient to meet the needs of EAL/LAL students, especially if the educational assistants have little to no pedagogical or EAL/LAL training, as is the case at more than one site. One of the areas of need administrators and teachers at all levels identified was the number of EAs. That is, numbers of EAs need to be increased to support EAL/LAL learners. For example, Bailey (23/8/17), an early year's administrator, stated the following: "Learning English as a second language -- EA support would be wonderful, particularly for language acquisition to support class and teachers" (23/8/17). Further to this, it would be beneficial to EAL/LAL students if there was support from administration about how EAs are chosen, prepared, directed and assessed; this would be helpful, allowing administrators to keep all those entrusted with the education of language learners accountable and on the same page (Theoharis, & Toole, 2011).

My interviews with teachers and administrators brought forward many troubling questions regarding students accessing appropriate programing: Why does this Division have EAL/LAL programs, but does not ensure all students requiring the program are granted access? Is it merely a question of power and privilege, or the more sinister suggestion that EAL/LAL learners just do not matter at all? What is it about EAL/LAL learners that makes them educationally expendable? Is it because EAL/LAL parents lack the language skills and knowledge of the school system to speak up for their children, as previously discussed (this thesis, p. 44)? Is it because EAL/LAL parents cannot vote? What happened to equal and appropriate education on the way from provincial policy to the classroom? Why is it okay for

new teachers to accept a position, knowing full well that they are unprepared for it? Why is it okay for new teachers to be offered positions working with EAL/LAL learners that they are not prepared for? Why is it okay for professional development opportunities to be too few, too far between, and too general to meet the needs of teachers? Finally, why are educational assistants with no experience in the school system let alone with EAL/LAL learners hired to work one-on-one in the classroom with this most vulnerable segment of the population?

At the senior year's level, EAL/LAL students face a multitude of challenges. The greatest of these challenges is finding academic success through access to appropriate programming, and graduating with regular credit courses to be able to pursue post-secondary educational options. For EAL/LAL students in senior years, in non-program public high schools, it is a challenge to meet academic requirements without the requisite support. Students therefore reach frustration and begin skipping classes, causing them to fall further behind until they eventually drop out of high school altogether (Watt & Roessingh, 1993). Attending mainstream classes is scary and challenging for most new high school students, and doubly so for EAL/LAL learners (Rosenthal, 1992). A part of the academic success is due to what Lan (2011) calls 'flexible cultural capital conversion' (p. 1669), referring not only to linguistic capital but also cultural capital (McIntosh, 2005), both of which are required if students are to successfully navigate the academic and social mores. For EAL/LAL students to be successful academically and socially, staff need to help EAL/LAL learners obtain cultural and linguistic capital with the investment of financial resources, time and skilled support as they navigate high school.

Language Socialization

A significant number of the new Canadians who have arrived in the last year and a half (since 2016) are refugees from Syria. Their experiences with education include schooling gaps

and varied understandings of what it means to 'do school' in Canada. Very few of these students have been exposed to English language learning. The prospect of building relationships with other students, and teachers while learning English and acculturating to life in Canada is a daunting one for them. Often cultural mores can intercede and make relationship-building difficult in social and academic contexts as language and culture are inextricably linked (Hidalgo, 1993). Jean, the principal of a senior years' EAL/LAL-program school, describes how a *sheltered* EAL/LAL program provides a safe place for students to work through their challenges and to learn the language prior to moving out into the mainstream classes:

> There is a certain need for what I refer to as a nest for EAL kids . . . Don't go out and sink or swim, we need to be able to have that safety, security. At the same time when I do get to go [to mainstream classes] and try these other things, do people understand me? Are they going to help me? (23/8/17)

Language socialization arose as a theme throughout the interviews and included both cultural and linguistic aspects. Schiefflin and Ochs (1986) define language socialization as:

> … an interactive process . . . the child or the novice (in the case of older individuals) [is] an active contributor to the meaning and outcome of interactions with other members of a social group. . . contributes the idea that reality, including concepts of self and social roles, is constructed through social interaction. (pp. 164, 165)

Language socialization practices therefore create a context that disadvantages EAL/LAL learners linguistically and culturally in a monolingual and monocultural educational setting, as previously discussed (this thesis, p. 57). Consequently, EAL/LAL students are not included in the academic and social life of the school, existing on the margins of their school-life. By promoting a monolingual and monocultural environment, public schools in this Division, "deny the

importance and value of other languages and their use serves to deny the rights of certain linguistic groups the ability to speak and be heard" (Miller, 2003, p. 34). Furthermore, Miller (2003) suggests that, "the language that students have must be seen as cultural capital that they possess and that they can use to place them in positions of power" (p. 37), rather than being seen as a deficit because they do not have a fluent handle on the target language.

As the English language has become the mode of communication world-wide, so has the idea that monolingualism and a monocultural approach are permissible in a public-school system (above, p. 46). From a critical standpoint, there is nothing okay about the stigmatization of one language and its accompanying culture, supplanting it with the dominant language and culture (Hanna, 2011; Kouritzin, 2012: Kouritzin, 2017). Some teachers, especially in EAL/LAL-program schools, mentioned that as EAL/LAL students became more of a presence in their schools, more misunderstandings arose, especially when students' behaviors resulted in students being referred to the office. Marley (30/8/17), for example, shared an issue illustrating linguicism at her school. She explained that several teachers misunderstood Syrian students' boisterous behavior and laughter. They therefore disciplined the Syrian students by sending them to the office; however, the teachers were simply unfamiliar with Syrian cultures and did not recognize the innocence of the students' behaviours (see p. 44, above). Teachers in fact, feel it is within their rights to discipline Syrian students who are boisterous, whom they misunderstand to be laughing at them. Similarly, Peyton, a high school EAL/LAL-program school administrator, described the students' lack of understanding of Canadian classroom social mores such as sitting still during teacher instructions as follows: "we think this is grade one behavior [and therefore] we have to correct it and try to get them on track with what we're trying to do" (30/8/17). As previously discussed (p. 39), the principal's statement illustrates how expectations of student

behavior shape classroom socialization processes (Schieffelin & Ochs, 1986). Syrian students, who are LAL learners and have gaps in their learning both socially and academically, are judged harshly because they do not understand what is expected in a Canadian classroom about receiving instructions prior to starting work. Teachers need to become aware of their own belief systems and gaps in knowledge and become more open to learning about the cultural differences between themselves and their students to become effective supports to their students (Hidalgo, 1993). To that end, it is important for teachers to be more conscious of their roles in the classroom as facilitators and guides. They need to be aware of the cultural curriculum as well as the academic one, and their roles in socialization processes. When interacting with EAL/LAL students, teachers must be more explicit about and definitive with their instructions, involving students in the process through requests rather than commands. Language learning is not just about grammar, spelling and pronunciation; it includes social mediation and cultural aspects that teachers must include in their lesson planning. Making the implicit explicit will, arguably, benefit all learners.

Critical Theory Lens

Critical Theory (CT) can be used to ascertain for whom and how a system such as the public-school system is beneficial. According to Blommaert and Bulcaen (2000) the use of critical-theory-informed analyses can focus a lens on the inequity and power differentials in a context such as an educational system. Fairclough (1993) suggests that a CT approach can also highlight the parts of a system that are ineffective due to such factors as marketization of education. By using a critical analysis of the language used to describe EAL/LAL education in the Division, the following questions arose for me as a result to my data: "How are decisions being made in the Division regarding EAL/LAL programming and by whom?" "What is the

locus of power?" and, "How do perceptions of EAL/LAL in the Division and in the community at large reflect on second language learners?" A close reading of the data revealed how language, culture, social mores, and perhaps race play into how EAL/LAL is perceived in the Division. The CT lens allowed me to view the data I gathered and analyze it through a perspective that is sensitive to the vulnerable temporal space occupied by EAL/LAL students in this Division's public-schools, and the reception, treatment and support they receive. The purpose of using CT as a filter is to situate the issues identified in this study (such as the inequity of supports and resources EAL/LAL students and teachers of EAL/LAL students receive) and to untether the data from my personal values, beliefs and perspectives by filtering it through a more stringent structured and established perspective of CT. Moving to an outsider perspective, CT will allow me to perceive the inner workings of the Division from the outside looking in.

The data resulting from this study highlighted information that I will share with the participants; the findings are useful to inform change in the Division as it pertains to programming for EAL/LAL students. I hope the findings can serve as a transformative instrument of change for the perception of EAL/LAL students, their programs and planning, and for the teachers' enhanced abilities in teaching and assessing EAL/LAL learners in the Division. Issues that arose included: 1) how school/divisional structures are accountable, or rather *not* accountable, to EAL/LAL students' educational opportunity, in turn causing lack of inclusion and inequity; 2) marketization of education through selective funding that did not adequately support EAL/LAL programming or access to programming; 3) marginalization of EAL/LAL as a program, of EAL/LAL program teachers, of EAL/LAL students and of their families; 4) a benign neglect on the part of schools demonstrating little to no valuation of EAL/LAL students or their

right to equitable education; and 5) post-secondary failure to value second language learners in pre-service teacher education programs (above, p. 53).

School system administrations and trustees belie their priorities and values through policy development and funding disbursement. Where a group of trustees and senior administrators allocate funding speaks to whom and what they value. Sharing common beliefs and culture, those in charge of educational money seem to have found it all too easy to justify underfunding second language programming for immigrants and refugees. Specifically, my Division's priorities are limited to those outlined by the province, and they include: safe schools, technology enabled learning, and literacy and numeracy (RETSD Strategic Plan, 2017-2019). Divisions in the province vary in their demographics and student needs; therefore, the provincial guidelines are used as a baseline to develop divisional priorities. With 1700 EAL and LAL students in the Division, I find it surprising that there is nothing in the strategic plan outlining the supports and educational expectations of this demographic. Moreover, a fuzzy, rather nonspecific definition of the kinds of supports EAL and LAL students are entitled to makes it difficult for school administrations to conceptualize and plan for appropriate programs, laying the groundwork for inequitable educational practices as I have noted previously (this thesis, pp. 107, 120, 121). The educational structures that are in place reinforce hegemonic ideals and values. To explain, in the English translation of Gramsci's original *Prison Notebooks*, Buttigieg (1996) states that the nature of hegemonic systems is such that, "subaltern classes are subject to the initiatives of the dominant class, even when they rebel; they are in a state of anxious defense" (p. 21). What this means is that immigrants and citizens who are new to the country, to the educational processes, who are insecure about their rights and language skills, feel at a disadvantage from the outset; however, they are not wrong to feel this way as they are at the mercy of those who make the

rules, those who label language learners language-deficient and maintain various practices of linguicism and racism across the public-school system.

Based on information shared by the Morgan, the assistant-superintendent, and the school administrators, allocation of funds from a provincial grant is dispersed among the schools based on the physical number of EAL/LAL students attending those schools as of (30/9/2017). Administrators such as Bailey (23/8/17), an early year's administrator, felt that it was unfair for EAL/LAL learners to have to attend their neighborhood schools, rather than getting support to access the EAL/LAL program schools, when French immersion students were provided with busing to FAL programs while EAL students cannot access EAL programs. This indicates a clear marketization of education putting EAL/LAL learners at a disadvantage, leaving them on the sidelines with ineffective support in classes, and less than bright futures ahead as a result. To explain, support of French immersion speaks to an economic valuation of this language program, primarily designated for native-English speaking students over the EAL/LAL programs to support immigrant and refugee students. English speaking students who learn to speak French will be able to pursue federal government supported jobs, whether those be student summer jobs, or full time political appointments later in life. There is a clear distinction between students who are supported in pursuing their desired French immersion option in the Division and EAL/LAL students who are not supported in pursuing what they need. EAL/LAL students receive very little support in accessing the EAL/LAL programming they desperately need to be able to move into mainstream classes; whereas students who wish to attend French immersion are provided with busing and a choice of sites to attend with no limitations. Learning in French has become a normalized and accepted choice for English speaking students who wish to learn a second language.

Valuing programs that serve already-privileged dominant-culture students makes it clear that Canadian citizens, potentially English-monolingual students carry a greater value in this Division than do newcomer students who may or may not be Canadian citizens. EAL/LAL learners are perceived as being language-deficient and therefore less worthy of equity. Lewis-Moreno (2007) describe this kind of approach as "a medical model [rather than an] ecological model" (pp. 772-773). That is, an ecological model, such as Bronfenbrenner's (1994) ecological model, describes a system where all individuals in a child's sphere work to support the child, including the family, friends, teachers, administrators and so on. In such a model, children are supported as they acculturate, learn English and thrive. In a medical model, the language learners are perceived as deficient from the outset; they are labeled as a problem to be fixed, putting the onus on the student to make gains and thereby become a healthy member of the school. This model is detrimental to student health and long-term success.

Insularity or isolation of EAL/LAL learners physically and philosophically, as previously discussed (this thesis, p. 53) frustrated EAL/LAL-program teachers at both the middle years' and the senior years' EAL/LAL- program schools. Ligget (2010) found that in a similar study involving specialized language programs, EAL/LAL students' classrooms and public spaces were located on the periphery of the school physically; this alluded to the value and profile of EAL in the school. Physical isolation leads to emotional isolation as well. In my data, at the middle years' level, one administrator did not feel that there was sufficient communication between the EAL/LAL-program teachers and the regular teachers, nor were such opportunities facilitated. The lack of facilitation of opportunities for teachers to engage in discussions with their colleagues in the school, to be heard in meetings, or for EAL/LAL learners to feel supported in the classroom is a hindrance to EAL/LAL learners' abilities to self-actualize and

grow in their confidence and learning (Ling et al., 2014). Furthermore, EAL/LAL was not addressed as a topic of importance during grade-level team meetings or school-wide (see above, p. 110). The marginalization of teachers of EAL/LAL learners, and issues pertaining to EAL/LAL learners in the school is well explored in the research (Liggett, 2010; Samson, 2015), and is mirrored by the teachers' experiences and responses in my research. Moreover, Marley (30/8/17), a senior years' EAL/LAL program schoolteacher, saw a change in staff's reaction to the EAL/LAL students when their new classrooms were relocated to a more prominent part of the school building. Unfortunately, in this case, the move wound up leading to misunderstandings and friction between staff and the EAL/LAL students. This lack of cultural support and inclusion suggests that, at the school level if not divisionally, EAL/LAL students are not perceived as part of the community. Clearly, they do not feel as though they belong to a community. Furthermore, ad hoc and provisionary allocation of space and funding to a group of students in a Division speaks to a lack of commitment and valuation of that segment of the demographic (Nowlan, 2008). EAL/LAL students and their needs are viewed as a temporary peripheral aspect of education and have been accepted as such over the decades by teachers and administrators.

Teachers of EAL/LAL learners reported feeling unsupported and undervalued in my research; in a public-school system where all children are to receive equitable and appropriate education, it is difficult for teachers with little to no specialized training to fulfill the expectation that they will individually and personally manage to create equity. The issue of documentation arose as an issue in both EAL/LAL-program and non-EAL/LAL-program schools where classroom teachers felt unsupported and unsure of how to complete the requisite documentation to support EAL/LAL students' academic programming. Teachers are not prepared to support,

teach and facilitate the growth of EAL/LAL learners because, and Miller (2003) describes in his research, there is no appraisement placed on these students and their success by the school system. If, as these findings suggest, linguistic differences are viewed as undesirable and correctable, then it allows linguistic differences to become subject to normalization in ways that other social differences may not be: Lippi-Green (1997) noted that "we do not, cannot under our laws, ask people to change the color of their skin, their religion, their gender . . . We have no such compunctions about language, however" (pp. 63-64); in this way, our entire educational system supports linguicism, whether we offer EAL/LAL programs or not.

As for EAL/LAL students, the data reported on here clearly illustrates the lack of culturally-sensitive, enlightened and inclusive settings for EAL/LAL students. It is also clear that even though EAL/LAL learners are part of a vulnerable demographic, new to this country and unfamiliar with the public-school system; nothing has been done to make the experience of EAL/LAL students in the Division easy or accessible.

There is clear evidence of linguicism, and hegemony (Guo & Beckett, 2007; Ladson-Billings, 1998) at every level of the Division. Hegemony can be understood as a predominant force or influence in the Division, in which the staff and administration exercise the powers of decision-making, funding and action over a vulnerable minority--the EAL/LAL demographic. Being able to isolate and address these issues of hegemony would be a benefit to EAL/LAL learners and their families, as I have discussed (p. 44). Failure to address the inequity and lack of support that EAL/LAL learners face will lead to greater marginalization of a more permanent nature as EAL/LAL learners age-out of high school or drop out early to join gangs. Students not fulfilling their potential and finding their passions results in our society losing out when they do not become productive members of our collective communities. Hegemony and marginalization

as a result of their inadequacy of English language skills is linguicism at its finest (Guo & Beckett, 2007). This outcome does not serve the students, the Division or society. Students who look different and sound different (that is, they have accents) are not perceived as equivalent or as worthy within the public-school system (Berry, 2014). Whether purposefully or not, EAL/LAL learners are 'othered' (Vandrick, 2015) on a regular basis, creating a hierarchy of students in which some are valued while others are not. This raises the obvious question: how can a metro Division choose one official language as having more value than the other official language and/or one group of official students as worthwhile and another group as not?

Parents of EAL /LAL learners also have little power or voice in the school system. In my role in the schools, I find that they are often talked down to, treated in a way that would suggest they are not welcome, and they are a burden on the time and resources of the school. Often, parents (and students) are stereotyped (Finley, 2018; see also Roessingh, 2018) for their cultural characteristics, or as being uncaring because they do not actively participate in the life of the school (as I related in the findings above); this impacts how they are treated in the school system (see also Bell & Berry, 2014). Although there is a lot of literature supporting integration, and a great deal of lip service given to acculturation of immigrant and refugee families in Canada, as previously discussed (this thesis, p. 44) the requirement is that families assimilate (Roessingh, 2006). Most parents, when asked, will explain that they left their lives behind and came to Canada for the sake of their children, and the prospect of a better life. They hoped that in time, their children would be more successful than they were because they would acquire not just the linguistic capital of English (devoid of the tell-tale, objectionable accent that plagues the parents), but also because they would be able to convert the "linguistic capital into social as well as economic capital" (Lan, 2011, p. 1683). Immigrant parents know, whether consciously or

subconsciously, that their children will have a better chance at equity in a society that accepts them as members of the dominant group, but that any differences such as skin color or accent will limit their access to a good life.

Benign neglect characterizes the systematic lack of support that permeates the school system in Canada regarding EAL/LAL student education, from the teachers and administrators who accept the lack of funding and support, to the parents of EAL/LAL students who accept their lack of voice and agency. According to Finley (2018), an environment that is supportive and caring has been shown to help EAL/LAL learners succeed academically. Benign neglect also characterizes the post-secondary education of pre-service teachers, permitting those who enter the teaching profession to lack preparation to teach all the students they will encounter there. Currently, in Canada there are no requirements beyond a minimal one course in EAL in some programs (and none in others) for pre-service teachers (Toohey & Derwing, 2008). This sends a message to the professionals heading out into the classrooms about the importance that EAL/LAL learners should hold in their classrooms. This also sends a message far and wide that EAL/LAL learners are not valued and do not deserve equitable and appropriate education. It is, in effect, racialization of the public-school system (Beck, 2007).

Research Questions Summary

How do teachers and administrators perceive EAL students? Based on the interviews and analysis of data, it is clear administrators want to support EAL/LAL learners and the teachers who are entrusted with their education; however, there seems to be a gap between how administrators can support teachers' needs for more professional development and greater opportunities to communicate about their challenges and accessing Divisional and external resources. Administrators also admitted that they would personally benefit from attending PD in

EAL/LAL; a few relied on their teachers to attend PDs and to apply the knowledge they acquired in their classrooms. Administrators stated that school-wide professional development opportunities would help to build the capacity of all staff regarding appropriate support of EAL/LAL learners. Furthermore, administrators suggested that there should be more discussion, clearly-stated policies, and greater funding to support EAL/LAL student learning, including greater support of transportation for EAL/LAL learners to appropriate educational settings.

Teachers overall felt a deep responsibility for ensuring that their EAL/LAL students did well and had all the resources they needed to be successful. However, many teachers admitted that they did not have a lot of background knowledge in EAL/LAL pedagogy, and did not feel that they were receiving enough PD or support from administrators, or the Division. Furthermore, teachers felt that mentorship, and collaboration would be welcomed in the future, although none shared plans to upgrade their own education academically.

How is the teaching of EAL/LAL students connected with policy and divisional priorities? There are no policies in the Division governing EAL/LAL as an area of focus; however, there are many guidelines and memoranda. Within the divisional policies, there is a focus on numeracy, literacy, safe schools and technology-enabled learning (Safe, Caring, Inclusive: 2015/2016 Annual Report to the Community). Within the report, EAL/LAL is listed along other descriptors such as: boys, girls, and self-identified Indigenous learners, all of whom teachers are expected to consider and plan for. During my conversation with administrators in non-EAL/LAL- program school I found them to be unclear as to where planning, teaching and assessing of EAL/LAL learners fit into the school and divisional plans, and how they were expected to support their teachers and EAL/LAL students' needs.

In schools with EAL/LAL-programs, administrators were more aware of EAL/LAL students' needs and could verbalize those needs, and the support teachers were receiving.

How do administrators support teachers as they work to support EAL students learning? In schools with EAL/LAL programs, teachers and administrators could better verbalize specific processes, supports, professional development, monies and communication available in the school to support teachers of EAL/LAL learners academically or socially/emotionally. In early years' schools without EAL/LAL programs the responses became more benign and non-specific, indicating that EAL/LAL was not a factor in planning, allocating of funds or school-wide professional development. However, as I spoke with administrators, they made it clear that they were open to changing how they had planned in the past to include EAL/LAL student support as a priority, to ensure EAL/LAL students were able to fulfill their potential and felt included in the school community, and finally, to ensure that teachers got what they felt they needed to meet students' needs.

However, Administrators felt limited by the amount of money they had to spend on professional development and resources. Also, some mentioned the fact that some EAL/LAL students were not able to access EAL/LAL-specific programming due to lack of access to transportation being a challenge. Consequently, those EAL/LAL students ended up attending their local non-EAL/LA- program school, and administrators did not feel as though they or their teachers were prepared to meet these students' needs.

How do teachers work to support EAL students? Teachers mentioned that having educational assistants who were trained in EAL/LAL pedagogy would be beneficial. As well, some mentioned they would welcome a divisional EAL/LAL PLC (Professional Learning

Community) they could attend to meet with other teachers who taught EAL/LAL students to share stories, strategies and resources.

Teachers also voiced a desire for more communication within their schools and divisionally around EAL/LAL topics, recognizing it as an area that teachers struggle with and require additional support in order to feel competent meeting students' needs. Furthermore, teachers wanted more information regarding how to meet students' emotional and mental needs regarding loss and trauma. Finally, teachers in EAL/LAL-program schools wished for greater communication between themselves (EAL/LAL-program teachers) and teachers outside of the programs to whom EAL students would eventually transition to.

EAL/LAL students struggle to access appropriate programming and those in regular classes find learning challenging due to a lack of support. Having an expectation in consistent support and a wrap-around of resources provided by the school division and its staff seems to be a far-off dream for EAL/LAL learners, while it is a reality for regular students.

Another issue that EAL/LAL students struggle with is the issue of language socialization. EAL/LAL students are often at a disadvantage linguistically as they either do not receive appropriate support for language learning or are told to speak only in English. Linguicism is alive and well in the Division. Consequently, lack of support, inclusion and opportunity impacts EAL/LAL learners negatively. A community of practice with many crack and gaps, and grave issues related to language socialization speaks to lack of social justice and equity for EAL/LAL learners. EAL/LAL learners migrate to Canada, navigating challenges and trauma, to settle here. The process of attending school and learning should be the best part of their journeys, an experience of support, growth and joy. But instead, it represents a continuation of the struggles many thought they had left behind.

Overall, all teachers described doing their best for their EAL/LAL students regarding social, emotional and academic learning. They also expressed challenges and insecurities about their experiences, doubting themselves and their ability to be effective in the meeting of these students' needs.

In this Chapter, I discussed my theoretical framework including, 1) communities of practice, 2) equity and social justice, 3) language socialization, 4) Critical Theory and 5) the research questions. In the following chapter, I summarize the findings and make recommendations.

Chapter VI: Implications for the Future

Summary of Findings

The findings of this study, regarding appropriate settings for EAL/LAL learners is described in the literature and has been highlighted by the research summarized in this project. There is a clear need for changes to be made to better support teachers, enabling them to be in a better position to support EAL/LAL learners' needs in the classroom. From my conversations with teachers and administrators, I believe that everyone wants what is best for students, and they are trying their best to provide it within the current system; the question remains, is it enough?

The philosophical trickle-down starts at the provincial level with disbursement of funds and guidelines for how students qualify for busing also needs to change; moreover, additional financial support in the Division of transportation for EAL/EAL learners will ensure they have the opportunity to attend appropriate, *sheltered* EAL/LAL-programming prior to entering regular mainstream programming. Furthermore, support for teachers to attend professional development requires the substitute costs are covered by the Division. Both administrators and teachers need to support equitable education for all their students, including EAL/LAL students.

Among the areas that needed improvement include, theory-and-practice driven professional development for teachers and administrators, professional development for school-teams, and school-wide professional development. Furthermore, increased funding and development of policies are integral to the changes needed. It is evident that the perceptions of educators and administrators of EAL/LAL learners and where they belong within the public-school systems also requires a paradigm shift. Finally, divisional priorities and policies need to

be in line with the demographics and needs in the Division to be responsive to all of its stakeholders.

Recommendations

Teachers. Throughout the interviews, teachers voiced a desire to attend professional development opportunities to be better informed and prepared for supporting EAL/LAL learners in their classroom. During the progress of synthesizing the data and reading the transcripts, as an EAL/LAL specialist in the Division, I took some of their recommendations to heart and made changes in how teachers are supported in the Division currently. One of these opportunities was to create a PLC (Professional Learning Community) including all teachers from all the schools who wished to attend. However, because there were no funds to support substitute coverage, only one teacher could come (as a resource teacher, she did not require a substitute). I would recommend that teachers voice their concerns and desires around professional development at the school level. If they do not feel comfortable asking their administrators, they can contact the EAL Consultant and ask for financial support to attend PDs.

Moreover, if teachers are interested in learning more about EAL/LAL theory, and teaching and assessing strategies, there is a wealth of information online, including articles and resources they can access. The University of Manitoba has recently added a Post Baccalaureate Diploma in teaching English as an Additional Language (TEAL) that they can enroll in as it is offered on a part-time basis and classes are held outside of school hours. For pre-service teachers, the University of Manitoba has a nine-credit hour endorsement in teaching English as an additional language, and there has always been a Master's degree program in TEAL.

Administrators. As with teachers, administrators should see themselves as lifelong learners. However, even though there is a preference for new administrators hold a Master's

degree in education, very few do. I would recommend that if administrators do not wish to complete post-graduate work on EAL/LAL, at least they should attend professional development opportunities in EAL/LAL rather than simply sending their teachers. It is also time for a mandatory course or two on inclusion of immigrants and refugee learners within the Educational Administration M.Ed. curriculum at the University in Manitoba responsible for graduate education.

In a school, the culture and belief systems often flow top-down (Flores, 2013). What administrators value and support are what teachers strive for and buy into. Some of the administrators I spoke with were well-versed in the needs and requirements of refugee and EAL/LAL students. They wholeheartedly supported and embraced all their students and supported their growth and education; however, just as many expressed apprehension and admitted to a lack of knowledge and capacity regarding how best to support EAL/LAL learners in their buildings. It was clear from my conversations that there is a great disparity in the knowledge-base of administrators in the division and, as a result a varied service delivery model in supporting EAL/LAL students' needs.

Senior administrators. Senior administration is in a unique position to have a wide vantage point for seeing all that is happening in the Division including challenges and successes. They are also able to allocate funds and human resources as they see fit. When faced with an influx of refugee, LAL students they can use this knowledge to adjust budgets to liberate funds to support transportation, and ensure education assistants are properly trained, and are in sufficient supply. It requires that senior administration care about all the students in the Division, that they be agile and responsive to students' needs and they provide all students with equitable and appropriate education.

Policy makers. In addition to being able to allocate funds, senior administrators also develop divisional policies in tandem with the Board. Currently, the locus of EAL/LAL as a priority is located externally to the Division, namely at the provincial level. The priority is therefore bound with the grant that the province provides the Division on a yearly basis. This priority needs to be internalized, and EAL/LAL needs to be expressed as a divisional priority, with policies to support this fact. Now, EAL/LAL students are invisible, and their needs are not being met; yet teachers are tasked with providing equitable education with little to no support. If EAL/LAL is a divisional priority that is supported by funds and services, there should be policies to define how this happens. A neoliberal perspective and valuation of education currently limits who can access equitable programming and who is more likely to succeed. This is an undemocratic approach to public education.

Parents and students. Parents of EAL/LAL who are new to Canada and the Division do not have a voice in the Division; they lack language skills and an understanding of their rights within the political structures. As immigrants, it is hard for parents to find the courage to participate in the educational system with their children, but it is important for parents and students to be invested and involved in their school system as they are all stakeholders (Bronfenbrenner, 1994). I would recommend that parents participate in their children's schools. They can attend meet-and-greet nights with teachers and administrators, and feel free to ask for an interpreter to be able to ask questions and communicate. Parents can join the schools' PACs (parent advisory committee) and volunteer in classrooms, as my (immigrant) husband did with our children when they were young. By participating in the fabric of the school, immigrant parents, at least in Canada can help build capacity and diversity in the school. For example, my husband used his experience as a soccer player in Spain to share his knowledge and love of the sport by

volunteering as a coach for our daughter's high school soccer team. As a basketball coach at our son's high school, he helped build social justice in the small community by choosing players for the junior varsity team that would benefit most from the experience, not necessarily the strongest ones.

Many administrators voiced a desire to see more parents involved in their schools. Riley, an early years/middle years administrator expressed the following: "We're trying to do a lot to get our families involved in our programs so that they come and be part of it" (7/9/17). All teachers and administrators shared a theme of hope for a better process. There were neither conclusive statements, nor were there any closed doors among the educators I spoke with; this suggests that regardless where each administrator or teacher is on the learning curve, each is striving to be a better support for their EAL/LAL learners.

Final thoughts

It would be easy to postulate that teachers should find time in their busy schedules to attend post-graduate course to build their own capacities, and it would be equally easy to point fingers at the government for not finalizing the EAL framework draft Manitoba Education and Learning, Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, (2011 draft). Instead I think it behooves us to work within the system that is before us to bring equity to the educational processes and policies as they impact student success. To that end I believe the consultant strata of this public-school system bears the responsibility of ensuring that lifelong learning and growth mindedness ae more than just catch-phrases of the moment.

Since completing my dissertation, I became the new EAL consultant for the Division. I have worked with senior administration to move EAL as an entity into the forefront of the

division's priorities. Its visibility has had a positive effect on the awareness of resources and supports for teachers, and a normalization of EAL students as deserving of equitable educational opportunities. Additionally, I have been able to have EAL added to all level administrative meeting agendas. Furthermore, I was able to work with a committee to align the planning and assessment documents for EAL learners with the provincial guidelines, ensuring students are viewed as a whole child, and not just evaluated on their academic prowess. As well, I have restructured our interpreter process, sourcing potential interpreters from inside the division who speak more than one language. Currently, we are reviewing all EAL program-site schools to ascertain what changes might be made to improve service-delivery to students, including busing. At my behest, we have also convened a committee including student services managers, senior administration and provincial consultant to develop a tool to differentiate between language acquisition and cognitive challenges in EAL learners. Finally, I have proposed and will be running a pilot to support Indigenous students in one high school who qualify under the designation of EAL for additional supports.

The role of consultants is to support teachers, administrators and schools in more effectively supporting their students. With the requisite knowledge, academic and practical, consultants could make all the difference in public-school division. As a half time consultant, I feel that my commitment to completing my Master's in Education and my PhD in Education have enabled me to be an effective support to this division, identifying needs and gaps in the service-delivery to EAL learners; as well as mitigating the neo-liberal perception of education in this Division. I believe that it is incumbent on all consultants to do the same. The culture of research-based and data-driven planning, assessing and program delivery can only be effective

and rigorous if it is shaped and enacted by educators who have the requisite academic background, a PhD in Education.

Epilogue

Taking on this project, conducting the research and synthesizing the data was a monumental task and a hugely rewarding one. As an immigrant who once found herself a student within the public-school system, this was a very personal and visceral experience. Currently, as an educator in the public-school system, I feel that is it is because of my immigrant experience that I feel pulled to advocate for EAL/LAL students and in the classroom.

As a parent, I have taught my children about equity and social justice, and their role to support those ideals. My experiences have exposed me to a plethora of theoretical knowledge at the University and a wide variety of cultural experiences through my work with EAL/LAL learners. As a result, my children have benefitted, as I have pushed them to look beyond borders and skin colours, to have critical minds and to always ask: Whose rights and knowledges are respected? I do not think that I would have undertaken this journey without my husband by my side. He is an incredible human being who has lived many lifetimes already. He speaks a dozen languages and takes pride in helping those who are vulnerable and marginalized, without questions or hesitation, because it is the right thing to do.

From a professional perspective, and as an agent of the Division, I feel fortunate to have an impact on how the system responds to EAL/LAL learners. During the last decade, working in this metro Division, I have learned the limitations of the system and how this hampers a teacher's ability to meet her students' needs. However, I have grown in my role as a divisional specialist, and working in partnership with senior administration, we are asking for an increase in divisional budgets that serve EAL/LAL learners as of next school year (2018-2019).

I am incredibly grateful to all the participants who took the time to meet with me and who were open and honest about their shortcomings, and their hope and dreams for improving

the system. I am also grateful to my supervisor, who not only listens to my suggestions on how to make the system better for EAL/LAL learners, teachers and administrators but does whatever he can to make those changes happen.

Finally, I undertook this challenge for all the EAL/LAL students whom I have taught and worked with over the past decade. In the tradition of planting trees for future generations, my hope is that I will eventually leave the system better than I found it. My hope is that the little impact that I can have will turn out to be positive and beneficial in supporting the learning and growth of EAL/LAL learners. Additionally, I would like to think that the agenda I shared both through my work and my research moves the ideas of equity, acceptance, value of diverse knowledges, and the inclusion of all students forward.

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Appendices

UNIVERSITY OF MANITOBA

Fort Garry Campus Research Ethics Boards
CTC Building, 208 - 194 Dafoe Road
Winnipeg, MB R3T 2N2
Phone: (204) 474-7122

Appendix A: Permission for Interviewing Divisional Staff

Protocol **#E2017:069 (HS20997)**
(Assigned by HES Admin.)

Research Project Title: Teachers' and Administrators' Perceptions of English as an Additional Language Students in One Manitoba Metro Division

Principal investigator: Margaret Aisicovich
Email address: maisicovich@retsd.mb.ca
Warren, Mb., R0C 3E0

Supervisor: Dr. Sandra Kouritzin, Ph.D
Email address:
Sandra.Kouritzin@umanitoba.ca,
Professor of Curriculum, teaching and learning
(204) 474-9079 University of Manitoba

Dear Assistant Superintendent:

I am a Divisional Inclusion Specialist teacher in a Metro School Division, as well as a University of Manitoba PhD. student. I am inviting your Division to participate in a research project. I will be conducting this study between August 2017 and August 2018. I will send a letter to targeted teachers, vice-principals and principals to invite them to participate in an hour long, semi-structured interview about English as an additional language (EAL) students and programming in their schools. I am interested to learning about how familiar your Division is with the needs of English as an Additional Language, or EAL learners and how it supports EAL children in their schools at the early years', middle years and senior years' levels. I am planning to interview teachers and administrators who currently work in this Division. I am interested in learning about what kinds of resources teachers and administrators are aware of, and what kinds of resources they are accessing for supporting the EAL populations in their schools.

Those interested in participating will be invited to respond to the researcher via Divisional mail. Participants will be required to sign a consent form prior to being interviewed. The interview will be held outside of school hours and in a location, that is conducive to participants whose identities will be kept confidential. The interview will take between 45-60 minutes. Further, I will provide participants with a pseudonym. With participants' permission, I will be recording the interview. Additionally, I will take field notes during the interview to record my impressions, observation and further questions for the interviewees. I will be using my notes as a part of the research data when I synthesize my findings. Further, I will employ the Critical Race Theory as a lens through which I will analyze the data through the perspective that is sensitive to the vulnerable and temporal space occupied by EAL students in this Division's public-schools.

There are minimal risks involved in this study. During the analysis phase of this research, participants' identities will be anonymized and pseudonyms will be used. During the analysis phase of this research, participants' identities will be anonymized and pseudonyms will be used. Furthermore, if data arises from the interviews that do not demonstrate best practices are being employed, the data will not be attributed to a specific individual but rather will be presented as anonymized data. Direct benefits to the participants include the opportunity to receive feedback about the study results, including a greater understanding of the role of sheltered programming and the preparation and facilitation of acculturation in EAL students. The benefit to the interviewees participating in this study may be helpful to them in the future to make them more aware of the benefits of sheltered and inclusive EAL programming. Additionally, this experience may help participants reflect on their experiences in shelter/inclusive or both types of programming.

If a participant decides at any time during the interview that they do not wish to answer a particular question, or wish to cease the process part way through the interview, any information shared with me will be destroyed and will not be included in the study.

During my research process, all of my notes and recordings will be stored securely and will be kept separate from any identifying, personal information such as consent forms. Once I have completed my research and transcripts of conversations or notes will be shredded.

Any emails used for the purpose of communication with you about this study will be deleted from my inbox and deleted from the delete file. USB keys used to store information regarding this study will be destroyed by being burned. Upon the completion of the study (August 2018) a summary will be sent to those participants who requested it, as well as to you.

This study has been approved by the Education/Nursing Ethics Review Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Secretariat at 474-7122.

Thank you for your consideration. Please respond via Divisional email regarding this request and whether I am permitted to interview principals, vice principals and teachers in this Division.

Sincerely,

Margaret Aisicovich

UNIVERSITY OF MANITOBA

Fort Garry Campus Research Ethics Boards
CTC Building, 208 - 194 Dafoe Road
Winnipeg, MB R3T 2N2
Phone: (204) 474-7122

Appendix B: Permission for Interviewing Vice Principals

Protocol **#E2017:069 (HS20997)**
(Assigned by HES Admin.)

Research Project Title: INCLUSION FOR SCHOOL-AGED ENGLISH AS AN ADDITIONAL LANGUAGE STUDENTS IN ONE MANITOBA DIVISION

Principal investigator: Margaret Aisicovich Warren, Mb.

Supervisor: Dr. Sandra Kouritzin, Ph.D
Professor of Curriculum, teaching and learning
University of Manitoba

Dear Administrator:

I am a Divisional Inclusion Specialist teacher in a Metro School Division, as well as a University of Manitoba PhD. student. I am inviting your school to participate in a research project. I will be conducting this study between August 2017 and August 2018. I will send a letter to targeted teachers, and vice-principals to invite them to participate in an hour long, semi-structured interview about English as an additional language (EAL) students and programming in their schools. I am interested to learning about how familiar your Division is with the needs of English as an Additional Language, or EAL learners and how it supports EAL children in their schools at the early years', middle years and senior years' levels. I am planning to interview teachers and administrators who currently work in this Division. I am interested in learning about what kinds of resources teachers and administrators are aware of, and what kinds of resources they are accessing for supporting the EAL populations in their schools.

Participants will be required to sign a consent form prior to being interviewed. The interview will be held outside of school hours and in a location, that is conducive to participants whose identities will be kept confidential. The interview will take between 45-60 minutes. Further, I will provide participants with a pseudonym. With participants' permission, I will be recording the interview. Additionally, I will take field notes during the interview to record my impressions, observation and further questions for the interviewees. I will be using my notes as a part of the research data when I synthesize my findings. Further, I will employ the Critical Race Theory as a lens through which I will analyze the datathrough the perspective that is sensitive to the vulnerable and temporal space occupied by EAL students in this Division's public-schools.

There are minimal risks involved in this study. During the analysis phase of this research, participants' identities will be anonymized, and pseudonyms will be used. During the analysis phase of this research, participants' identities will be anonymized, and pseudonyms will be used. Furthermore, if data arises from the interviews that do not demonstrate best practices are being employed, the data will not be attributed to a specific individual but rather will be presented as anonymized data. Direct benefits to the participants include the opportunity to receive feedback about the study results, including a greater understanding of the role of sheltered programming and the preparation and facilitation of acculturation in EAL students. The benefit to the interviewees participating in this study may be helpful to them in the future to make them more aware of the benefits of sheltered and inclusive EAL programming. Additionally, this experience may help participants reflect on their experiences in shelter/inclusive or both types of programming.

If a participant decides at any time during the interview that they do not wish to answer a question or wish to cease the process part way through the interview, any information shared with me will be destroyed and will not be included in the study. During my research process all of my notes, and recordings will be stored securely and will be kept separate from any identifying, personal information such as consent forms. Once I have completed my research and transcripts of conversations or notes will be shredded.

Any emails used for the purpose of communication with you about this study will be deleted from my inbox and deleted from the delete file. USB keys used to store information regarding this study will be destroyed by being burned. Upon the completion of the study (August 2018) a summary will be sent to those participants who requested it.

This study has been approved by the Education/Nursing Ethics Review Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Secretariat at 474-7122.

Please respond via Divisional email regarding this request and whether I am permitted to interview vice principals and teachers in your school. Thank you for your consideration.

Sincerely,

Margaret Aisicovich

University of Manitoba

Fort Garry Campus Research Ethics Boards
CTC Building, 208 - 194 Dafoe Road
Winnipeg, MB R3T 2N2
Phone: (204) 474-7122

Protocol **#E2017:069 (HS20997)**
(Assigned by HES Admin.)

Appendix C: Permission for Interviewing Teachers

Research Project Title: Teachers' and Administrators' Perceptions of English as an Additional Language Students in One Manitoba Metro Division

Principal investigator: Margaret Aisicovich Warren, Mb.

Supervisor: Dr. Sandra Kouritzin, Ph.D
Professor of Curriculum, teaching and learning
University of Manitoba

Dear Administrator:

I am a Divisional Inclusion Specialist teacher in a Metro school, as well as a University of Manitoba PhD. student. I am inviting you to participate in a research project. I will be conducting this study between August 2017 and August 2018. I am going to conduct an hour long, semi-structured interview with participants about English as an Additional language (EAL) student and programming in their schools. I am interested to learning about how familiar your Division is with the needs of English as an Additional Language, or EAL learners and how it supports EAL children in their schools at the early years', middle years and senior years' levels. I am planning to interview administrators who currently work in this Division. I am interested in learning about what kinds of resources teachers and administrators are aware of, and what kinds of resources they are accessing for supporting the EAL populations in their schools.

Participants will be required to sign a consent form prior to being interviewed. The interview will be held outside of school hours and in a location, that is conducive to participants whose identities will be kept confidential. The interview will take between 45-60 minutes. Further, I will provide participants with a pseudonym. With participants' permission, I will be recording the interview. Additionally, I will take field notes during the interview to record my impressions, observation and further questions for the interviewees. I will be using my notes as a part of the research data when I synthesize my findings. Further, I will employ the Critical Race Theory as a lens through which I will analyze the datathrough the perspective that is sensitive to the vulnerable and temporal space occupied by EAL students in this Division's public-schools.

There are minimal risks involved in this study. During the analysis phase of this research, participants' identities will be anonymized, and pseudonyms will be used. Furthermore, if data arises from the interviews that do not demonstrate best practices are being employed, the data will not be attributed to a specific individual but rather will be presented as anonymized data. Direct benefits to the participants include the opportunity to receive feedback about the study results, including a greater understanding of the role of sheltered programming and the preparation and facilitation of acculturation in EAL students. The benefit to the interviewees participating in this study may be helpful to them in the future to make them more aware of the benefits of sheltered and inclusive EAL programming. Additionally, this experience may help participants reflect on their experiences in shelter/inclusive or both types of programming.

If a participant decides at any time during the interview that they do not wish to answer a particular question or wish to cease the process part way through the interview, any information shared with me will be destroyed and will not be included in the study. During my research process all of my notes, and recordings will be stored securely and will be kept separate from any identifying, personal information such as consent forms. Once I have completed my research and transcripts of conversations or notes will be shredded.

Any emails used for the purpose of communication with you about this study will be deleted from my inbox and deleted from the delete file. USB keys used to store information regarding this study will be destroyed by being burned. Upon the completion of the study (August 2018) a summary will be sent to those participants who requested it.

This study has been approved by the Education/Nursing Ethics Review Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Secretariat at 474-7122. A copy of this consent form will be given to you to keep for your records and reference.

If you would like to participate in the study, please sign the attached consent form and submit it to me via Divisional email. Thank you for your consideration.

Sincerely,

Margaret Aisicovich

If you are interested in participating in this study, please read the following statement and sign and date it. This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

I _____ agree to participate in this study. I understand that participation is voluntary and that I may withdraw from the study at any time by simply telling the researcher. I have read and understood the above description of the study. I understand that my privacy will be safeguarded as explained above. I understand that if I have any questions or concerns, I may contact the researcher and/ or the Human Ethics Secretariat Board at the numbers given above.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. During the analysis phase of this research, participants' identities will be anonymized, and pseudonyms will be used. Furthermore, if data arises from the interviews that does not demonstrate best practices are being employed, the data will not be attributed to a specific individual but rather will be presented as anonymized data. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba Research Ethics Board(s) and a representative(s) of the University of Manitoba Research Quality Management / Assurance office may also require access to your research records for safety and quality assurance purposes.

This research has been approved by the Education/Nursing Ethics Review Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Coordinator (HEC) at 474-7122. A copy of this consent form has been given to you to keep for your records and reference.

Participant's Signature _____ Date _____

Participant's phone number/ email address: _____

Researcher and/or Delegate's Signature _____ Date _____

I would like to receive a summary report of the findings: ____ ____ YES NO

Please mail a summary report to the following: _____

_____

UNIVERSITY OF MANITOBA

Fort Garry Campus Research Ethics Boards
CTC Building, 208 - 194 Dafoe Road
Winnipeg, MB R3T 2N2
Phone: (204) 474-7122

Protocol **#E2017:069 (HS20997)**
(Assigned by HES Admin.)

Appendix D: Informed Consent Letter for Teachers

Research Project Title: Teachers' and Administrators' Perceptions of English as an Additional Language Students in One Manitoba Metro Division

Principal investigator: Margaret Aisicovich
Email address: maisicovich@retsd.mb.ca
Warren, Mb.

Supervisor: Dr. Sandra Kouritzin, Ph.D
Professor of Curriculum, teaching and learning
University of Manitoba

Dear educator,

I am a Divisional Inclusion Specialist teacher in a Metro School Division, as well as a University of Manitoba PhD. student. I am inviting you to participate in a research project. I will be conducting this study between August 2017 and August 2018. I am going to conduct an hour long, semi-structured interview with participants about English as an Additional language (EAL) student and programming in their schools. I am interested to learning about how familiar your Division is with the needs of English as an Additional Language, or EAL learners and how it supports EAL children in their schools at the early years', middle years and senior years' levels. I am planning to interview teachers who currently work in this Division. I am interested in learning about what kinds of resources teachers and administrators are aware of, and what kinds of resources they are accessing for supporting the EAL populations in their schools.

Teachers will be required to sign a consent form prior to being interviewed. The interview will be held outside of school hours and in a location, that is conducive to you and to protect your confidentiality. The interview will take between 45-60 minutes. Additionally, I will take field notes during the interview to record my impressions, observation and further questions for the interviewees. I will be using my notes as a part of the research data when I synthesize my findings. Further, I will employ the Critical Race Theory as a lens through which I will analyze the datathrough the perspective that is sensitive to the vulnerable and temporal space occupied by EAL students in this Division's public-schools.

There are minimal risks involved in this study. During the analysis phase of this research, participants' identities will be anonymized, and pseudonyms will be used. Furthermore, if data arises from the interviews that do not demonstrate best practices are being employed, the data will not be attributed to a specific individual but rather will be presented as anonymized data. Direct benefits to the participants include the opportunity to receive feedback about the study results, including a greater understanding of the role of sheltered programming and the preparation and facilitation of acculturation in EAL students. The benefit to the interviewees participating in this study may be helpful to them in the future to make them more aware of the benefits of sheltered and inclusive EAL programming. Additionally, this experience may help participants reflect on their experiences in shelter/inclusive or both types of programming.

If you decide at any time during the interview that you do not wish to answer a question or wish to cease the process part way through the interview, any information you have shared with me will be destroyed and will not be included in the study.

During my research process, all of my notes and recordings will be stored securely and will be kept separate from any identifying, personal information such as consent forms. Once I have completed my research and transcripts of conversations or notes will be shredded.

Any emails used for the purpose of communication with you about this study will be deleted from my inbox and deleted from the delete file. USB keys used to store information regarding this study will be destroyed by being burned. Upon the completion of the study (August 2018) a summary will be sent to you if you request it on the attached form.

This study has been approved by the Education/Nursing Ethics Review Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Secretariat at 474-7122. A copy of this consent form will be given to you to keep for your records and reference.

If you would like to participate in the study, please sign the attached consent form and submit it to me via Divisional email. Thank you for your consideration.

Sincerely,

Margaret Aisicovich

If you are interested in participating in this study, please read the following statement and sign and date it. This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

I _____ agree to participate in this study. I understand that participation is voluntary and that I may withdraw from the study at any time by simply telling the researcher. I have read and understood the above description of the study. I understand that my privacy will be safeguarded as explained above. I understand that if I have any questions or concerns, I may contact the researcher and/ or the Human Ethics Secretariat Board at the numbers given above.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. During the analysis phase of this research, participants' identities will be anonymized, and pseudonyms will be used. Furthermore, if data arises from the interviews that does not demonstrate best practices are being employed, the data will not be attributed to a specific individual but rather will be presented as anonymized data. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba Research Ethics Board(s) and a representative(s) of the University of Manitoba Research Quality Management / Assurance office may also require access to your research records for safety and quality assurance purposes.

This research has been approved by the Education/Nursing Ethics Review Board. If you have any concerns or complaints about this project, you may contact any of the above-named persons or the Human Ethics Coordinator (HEC) at 474-7122. A copy of this consent form has been given to you to keep for your records and reference.

Participant's Signature _____ Date _____

Participant's phone number/ email address: _____

Researcher and/or Delegate's Signature _____ Date _____

I would like to receive a summary report of the findings: ____ ____ YES NO

Please mail a summary report to the following: _____

_____

Appendix E: Questions for Teachers re English as an Additional Language

1 Please share with me how long you have been teaching? Please tell me about your background academically. Please share with me your background in education experientially.

2 Please tell me briefly about what grade(s) you teach, currently and your class composition?

3 How do you see EAL being addressed, as a topic in your school?

4 What is your background knowledge in EAL?

5 Please describe for me your experience in teaching EAL students.

6 Whose responsibility is the planning and documenting for EAL students in your school?

7 What do you feel are your supports in your school, and the Division as you plan, teach and assess EAL students?

8 Thinking about EAL theory, teaching, assessing, and documenting of EAL students, how has your administrator(s) supported building your capacity? Which areas would you welcome the opportunity to learn more about?

9 Up to this point, please describe the types of supports you have received as a teacher of EAL students in the Division, or PD opportunities you have been offered?

10 Do you feel valued in your school? Do you feel as though your administrator and other staff support you in your teaching of EAL students?

11 How do staff and students in your school perceive EAL students?

12 What kinds of supports do you think would help have helped you in the past or would help you now as a teacher of EAL students?

13 Do you have anything else to add, or are there any questions you would like to follow up on?

Appendix F: Questions for Administrators re English as an Additional Language

1. Please tell me about yourself: when you began teaching? What were some assignments you found significant to shaping who you are as an educator today? Any significant leadership initiatives and experiences you have had that have helped shape you as an administrator.

2. Please describe for me the composition of your school(s) including grades, and the various programs that you offer.

3. Please tell me about your school(s') culture and demographics.

4. Please tell me about your experience with English as an Additional Language, or EAL students in your school, challenges and successes.

5. Please share with me how you work to support your teachers' needs where EAL students were concerned?

6. As an administrator and an educator, how do you see EAL connecting to literacy and numeracy in your school(s)?

7. Please tell me about any EAL related programming, or professional development your school(s) has/have taken part in.

8. Please tell me how you think EAL ties into Division priorities.

9. EAL is a growing area, where resources and personnel are being added in order to support EAL learners. With that in mind, how do you think the Division can better support EAL learners, their teachers, administrators and schools?

10. Do you have anything else to add that you would like me to know, or any questions you would like to follow up on?

Appendix G: Field Notes

Date:	**Start time:**	**End Time:**
		Protocol: ___/ 20
Interviewee pseudonym:		
Location:		
	Anecdotal Observations:	

Adapted from Creswell, J.W. (2007, p. 137)

Appendix H: Interview Analysis Process

Questions	Participants																				Coding of themes across participants per question
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1																					
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Appendix I: TCPS 2 - CORE Certificate

PANEL ON RESEARCH ETHICS

Navigating the ethics of human research

TCPS 2: CORE

Certificate of Completion

This document certifies that

Margaret Aisicovich

has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)

Date of Issue: August 15, 2011

Appendix J: ENREB Approval

UNIVERSITY OF MANITOBA | Research Ethics and Compliance

Human Ethics
208-194 Dafoe Road
Winnipeg, MB
Canada R3T 2N2
Phone +204-474-7122
Email: humanethics@umanitoba.ca

PROTOCOL APPROVAL

TO: **Margaret Aisicovich** (Advisor: Sandra Kouritzin)
Principal Investigator

FROM: **Todd Duhamel, Vice Chair**
Education/Nursing Research Ethics Board (ENREB)

Re: **Protocol #E2017:069 (HS20997)**
"EAL Inclusion for School-Aged EAL Students in One Manitoba Division"

Effective: July 21, 2017 **Expiry:** July 21, 2018

Education/Nursing Research Ethics Board (ENREB) has reviewed and approved the above research. ENREB is constituted and operates in accordance with the current *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.*

This approval is subject to the following conditions:

1. Approval is granted only for the research and purposes described in the application.
2. Any modification to the research must be submitted to ENREB for approval before implementation.
3. Any deviations to the research or adverse events must be submitted to ENREB as soon as possible.
4. This approval is valid for one year only and a Renewal Request must be submitted and approved by the above expiry date.
5. A Study Closure form must be submitted to ENREB when the research is complete or terminated.
6. The University of Manitoba may request to review research documentation from this project to demonstrate compliance with this approved protocol and the University of Manitoba *Ethics of Research Involving Humans*.

Funded Protocols:
- **Please mail/e-mail a copy of this Approval, identifying the related UM Project Number, to the Research Grants Officer in ORS.**

Appendix K: Divisional Approval

River East Transcona School Division

creating student success

July 26, 2017

Dear Margaret,

Thank you for your interest in conducting research with STAFF in RETSD.

Your research request is approved for your study: *Inclusion for School-Aged English as an Additional Language students in One Manitoba Division*. Permission has been granted for you to contact the principals and vice-principals within our schools regarding your research study. Active consent will be required for this survey. Note that approval by the division does not obligate the school, its staff, or students to participate in a study.

Any personnel who will be in direct contact with students will be required to have a cleared Child Abuse Registry check (CAR) and a Criminal Record Check (CRC) with a vulnerable sector search dated within one year. These are to be presented to the school administrator prior to being granted access to the students.

All external research is to be conducted in accordance with our *External Research Guidelines*, available online at http://www.retsd.mb.ca/Pages/Research.aspx . Please contact Research Officer, Cheryl Hooper, at chooper@retsd.mb.ca if you have any questions.

Once your research is complete, we would appreciate a copy of the research report for our records. An electronic version of the report can be emailed to research@retsd.mb.ca .

All the best with your research study.

Sincerely,

Jason Drysdale
Assistant Superintendent – Educational Services and Planning

cc. C. Hooper, Research Officer
Administration at: KEC, POL, SHER, MMC, BEG, SMP, HH, VG

River East Transcona School Division | 589 Roch St., Winnipeg, MB, R2K 2P7 | Tel: 204.667.7130 | Fax: 204.661.5618 | Web: www.retsd.mb.ca

Appendix L: Summary of Study

Fort Garry Campus Research Ethics Boards
CTC Building, 208 - 194 Dafoe Road
Winnipeg, MB R3T 2N2
Phone: (204) 474-7122

Protocol **#E2017:069 (HS20997)**
(Assigned by HES Admin.)

Research Project Title: Teachers' and Administrators' Perceptions of English as an Additional Language Students in One Manitoba Metro Division

Principal investigator: Margaret Aisicovich
Email address: maisicovich@retsd.mb.ca
Warren, Mb.

Supervisor: Dr. Sandra Kouritzin, Ph.D
Professor of Curriculum, teaching and learning, University of Manitoba

Dear participant,

First, I would like to thank you from the bottom of my heart for taking the time to meet with me and for sharing your thoughts and experiences with me regarding EAL. Without your insights this study would not have been possible. At your request, I am sending you a summary of the findings from the data gathering and analysis of the interviews I conducted during August-September 2017.

Summary of Study

For this study, I interviewed twenty participants: ten teachers, and ten administrators at all levels including early, middle and senior. The participants were from EAL/LAL-program schools and non-EAL/LAL-program schools. Each participant was interviewed and their audiotaped interview was transcribed. Transcripts were used to synthesize common themes across all participants. The participants were assigned a pseudonym in the final document and identifying features were anonymized as much as possible. The research hinged on four significant questions:

1. How do teachers and administrators perceive EAL/LAL students and how do these perceptions impact EAL/LAL students' opportunities?
2. How is the teaching of EAL/LAL students connected with policy -- for example, the stated divisional priorities (Safe Caring Inclusive: 2015/2016 Annual Report to the Community, 2015, p. 4)?
3. How do administrators support teachers as they work to support EAL/LAL students learning?
4. How do teachers work to support EAL/LAL students?

Findings included the following: The Division is staffed with many caring and knowledgeable educators at the senior administrative, administrative and classroom level. Funding has been allocated in ways to support EAL/LAL learners today; however, the new influx of Syrian refugees has stretched resources in the implementation of support to students by their schools. Both teachers and administrators have voiced an interest in participating in more professional development opportunities to better support the EAL/LAL learners in their school. Since the end of the interview phase of this study many professional development opportunities have been made available to teachers and administrators alike, to meet this need.

Adjustments to funding for EAL/LAL students is a need that is currently being addressed at the senior administrative level and by the new school-year (2018-2019), there will be a more responsive model to support current EAL/LAL needs.

Recommendations for the future include the development of policies to outline EAL/LAL as the divisional priority that it clarified for administrators and teachers as they plan at the school and divisional levels. Additionally, other areas recommended for review include: opportunities for support of teacher attending professional development through substitute cost coverage, and a

focus on transportation needs for EAL/LAL learners to EAL/LAL program schools. Finally, it is hoped that all the good work that is currently being done in the Division by administrators and teachers to support EAL/LAL learners and their families continues and grows.

If you have any questions about this summary or the study do not hesitate to contact me (email address listed above).

Sincerely,

Margaret Aisicovich