MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS WITH INTERRUPTIONS IN THEIR FORMAL SCHOOLING: A COMPARATIVE CASE STUDY OF TWO TEACHERS’ CLASSROOMS

by

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Abstract

An increasing number of newcomer English language learners (ELLs) in Canadian high schools are from refugee backgrounds, have a history of interrupted formal schooling (IFS), and do not have alphabetic and numerical literacy skills in their first language (MacKay & Tavares, 2005; Yau, 1995). While ELLs with IFS pose challenges for Canadian high schools and teachers, the struggles faced by these learners to integrate and succeed in their new educational environments are far more complex. This study aimed to gain insight into how two teachers are attempting to support the academic, linguistic and social integration of ELLs with IFS. Through classroom observations, interviews and document analysis, I examined the envisioned, enacted and experienced stages of two Manitoba high school programs that were created specifically for ELLs from refugee backgrounds who have disrupted or limited formal schooling and are at high risk of academic failure.

The findings from this study revealed how teacher agency and divisional as well as administrative input significantly alter current and future learning opportunities for ELLs with IFS. The unique circumstances of each school’s Intensive Newcomer Support classrooms, i.e. student population, support services, teaching practices and
administrative decisions, were found to impact the design and delivery of each school’s program and thus the experiences of the students.

This study identifies how two teachers in Winnipeg, Manitoba, Canada, attempted to provide a meaningful and relevant education for their ELL with IFS students. It is the researcher’s hope and intent that this study will inform educational policy, teacher education and educational development initiatives both in Canada and in the various international contexts that serve refugees.
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Dedication

My father, Dr. Asad Ullah Khan, taught me the importance of speaking up for those who are sometimes not able to speak up for themselves and to view every human being as my brother and sister in humanity. I am grateful for the lessons that he taught me and the example I was shown in his compassion for others, optimism in situations that were challenging, and conviction to take positions that were not always safe, politic, or popular, but were simply right. I dedicate this thesis to you, Dad.
Chapter 1: Introduction

Introduction
This thesis describes a case study of two Winnipeg teachers’ classrooms that were created specifically for refugee learners who require literacy, language, academic and socio-cultural support that extends beyond what is provided in the regular and the English Language Learning (ELL) classroom. This thesis identifies the educational needs of the students, the pedagogical considerations and supports which educators deem necessary for these students, and the challenges faced by these newcomers to attain an education that supports their linguistic, academic and socio-emotional needs. This chapter introduces the research study’s questions, and provides a rationale for the study. This chapter begins with a description of some key issues and elements that contextualize this topic, and illustrate the global, national and local underpinnings that surround this study.

Background Context

The impact of war and conflict on children. The present nature and scope of war and politically motivated persecution on a worldwide level have impacted the world’s children to an unprecedented extent. According to the United Nations High Commissioner for Refugees (UNHCR), at the end of 2009 over 43 million people worldwide were forcibly displaced due to conflict and persecution, this includes 15.2 million refugees\(^1\), and 27.1 million internally displaced individuals\(^2\) (UNHCR, 2010). Of

\(^1\)Refugees include individuals recognized under the 1954 Convention relating to the Status of Refugees, its 1967 Protocol, the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa, those recognized in accordance with the UNHCR Statute, and people in refugee-like situations (UNHCR, 2010). The 1951 United Nations Convention Relating to the Status of Refugees defines a refugee as a person who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country or return there because there is a fear of persecution..." (UNHCR, 2007, 16).
the more than 26 million people who received assistance from the UNHCR at the end of 2009, 41% of the general refugee population was below the age of 18, and 14% was below the age of 5 (UNHCR, 2010). War, politically motivated violence, and the uprooting of individuals from their homes and families can result in far-reaching consequences including psychological, social and emotional effects for those caught in the conflict.

Miller and Affolter’s (2002) pioneering work, *Helping Children Outgrow War*, highlights the fact that children and adolescents are the most vulnerable in the population to be affected by war in that they are most often the victims of social, physical and emotional violence, and of failed educational and health systems. During the 1990s, the plight of war-affected children became more of a focus as recent wars and conflicts involved the deliberate targeting of women and children in societies which at one time disapproved of this tactic (Machel, 1996; Smith, 2004). In her UN commissioned report that details the impact of armed conflict on children, Graça Machel (1996), comments on how previous generations in most African societies deemed it taboo to attack women and children, whereas since the 1990s the principles of warfare in Africa have significantly changed and now women and children are increasingly the direct targets of extreme brutality including systematic rape, maiming causing physical disfigurement, murder, exploitation as child soldiers, sexual exploitation, and are being forced to witness the torture and murder of their family members. According to Machel (1996), in many countries, including Afghanistan, Mozambique, Colombia, and Nicaragua, children have been forced to commit atrocities against their own families and communities, leading to extensive psychological

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2 Internally displaced persons are individuals who are forced to leave their homes in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, or natural or human made disasters, and have not crossed an international border (UNHCR, 2010).
scarring. Machel (1996) explains how exposing children to extreme violence is a tactic that captors use in order to desensitize children to suffering and to encourage them to engage in acts of violence so that they will contribute to the further breakdown of a society. In some African countries such as Sierra Leone, the young boys who were forced to work as child soldiers accounted for a little more than 80% of all rebel soldiers, and the young girls, the majority of whom were kidnapped from their families, held captive and forced to become the sexual servants of the combatants, made up the majority of the population at rebel camps (Women’s Commission for Refugee Women and Children, 1997). Smith (2004) explains that local and regional conflicts in Africa, the Middle East, Asia and Central America have been increasing to the point where, from a humanitarian perspective, the current international refugee situation is unparalleled in size, scope, and consequence in human history, with a generation of the world’s population never knowing peace or life without violent conflict.

**Education as a humanitarian effort.**

International organizations (IOs), non-governmental organizations (NGOs) and host countries strive to protect individuals who are victims of war and violent conflict by providing them with safe havens in the form of interim-camps as well as by establishing programs and services that provide a means for them to establish or re-establish safety and normalcy in their lives. The first task of humanitarian operations is to assure survival by providing basic services such as food, water, shelter, health care and security (Richmond, 1999). In addition to these basic services, the need to introduce or reintroduce education into people’s lives is increasingly becoming recognized as an important aspect of humanitarian aid. In September 2000 at the Winnipeg Conference on War-affected children, all participants, including major donor governments, agreed that education must be made a priority in humanitarian assistance and is
central to humanitarian action (Obura, 2003). Education, which is referred to by educational consultants as the “fourth pillar” of humanitarian assistance, alongside food/water, shelter and health care, is viewed as a fundamental right for all children including refugees, and therefore a fundamental component of an emergency response initiative. International legal instruments and policies related to education and the rights of children emphasize the importance of education for children at all stages of an emergency situation (EFA, 2002; Pigozzi, 1999; Sinclair, 2001; Sommers, 2002). During the earliest stages of the emergency crisis, refugees often initiate schooling themselves, even without supplies, schoolbooks, materials or a school room to house the students (Aguilar & Retamal, 1998; Sinclair, 2002; Triplehorn, 2001). These primary educational initiatives, which are introduced by parents and community members, indicate a sense of urgency by refugees to reintroduce education into their children’s lives and to re-establish normalcy and routine (Triplehorn, 2001). Sinclair (2002) explains that structured activities for children and adolescents, such as education, recreation, and expressive activities, support the healing process, lessen the incidence of trauma-related symptoms and enables the child’s natural resilience. Educators explain that within the context of those who have experienced severe trauma, and disruption of their community structure, recreational and educational activities are crucial to alleviating stress and raising self-esteem (Aguilar & Retamal, 1999). Furthermore, in an emergency situation, such as war, educators take advantage of the opportunity to educate children who might normally be denied the opportunity to attend schools by incorporating survival education in the curriculum at the earliest stages of the child’s schooling. An example of the deliberate exclusion of individuals from schooling opportunities were females in Afghanistan from 1992 to 2002 during the Mujahedeen rule in Afghanistan. During this period, Afghani females were denied access to all forms of education including
learning basic alphabetic and numerical literacy skills (Smith, 2004). Peace education may also be included in the curriculum of an interim educational environment in order to prevent the recruitment of children into military service, and to encourage the reintegration of former child soldiers into society (Sommers, 2002).

Although education is recognized as an important resource during an emergency situation such as war or civil unrest, basic survival takes precedence over ensuring that children receive and continue to benefit from educational opportunities. For many children from war-affected refugee backgrounds, educational opportunities are limited or non-existent during war and civil unrest. Furthermore, the transitory nature of individuals who are displaced from their home makes it difficult to access consistent educational opportunities that allow for meaningful learning.

**Refugees in the Canadian context.**
Since 1980, an average of 25 000 to 30 000 refugees per year have been admitted to Canada (Data Library Services, 2006). Since the 1990s there has been a noteworthy shift in the source countries of refugees, with fewer refugees coming from Europe or Asia and more coming from Africa and the Middle East. In recent years, some of the major source countries of refugees to Canada have included: Afghanistan, Ethiopia, Kenya, Sierra Leone, Eritrea, the Democratic Republic of Congo, Iran, Iraq, Burundi, Sudan and Somalia (Citizenship and Immigration Canada, 2005). The school-aged population of refugee newcomers constitutes approximately half of the total of all incoming refugees to Canada (Data Library Services, 2006). In most Canadian cities, English language learners (ELLs) comprise approximately 20 to 60% of the student population, with numbers projected to increase in the next few years resulting in a larger percentage of the school population coming from homes in which English is not the first
language, thus increasing the number of students who require English language instruction (Citizenship and Immigration Canada, 2005; Duffy, 2003).

While similarities exist between immigrants and refugees, refugees are unique from other ELL newcomers as a result of the circumstances that led to their arrival to Canada, the amount of time and extent in which they were able to prepare for entrance to their new homeland, the financial and social resources they possess, and the access to formal educational opportunities or the disruptions in their education that some refugees experienced prior to their arrival to Canada (MacKay & Tavares, 2005; McBrien, 2005; Yau, 1995). For many refugees, opportunities to resume and attain educational opportunities are only possible when they relocate and resettle in a safe war-free zone such as Canada.

As a consequence of their displacement, many of the war-affected refugees who in recent years have entered Canada have experienced a complete lack of educational opportunities and/or gaps in their formal education. As a result, many of these individuals enter Canadian schools without any prior schooling experiences or having had the opportunity to study one of Canada’s national languages. The discursive practice of framing these students has given rise to a variety of terms being used to describe newcomer students with a history of disrupted or limited formal schooling, some of these terms include: “late-entrant”, “pre-literate”, “under schooled”, “over age”, “low-literacy limited English proficient”, and “late emergent readers” (Freeman & Freeman, 2002). These terms convey negative connotations, and identify students’ deficiencies rather than their attributes. The term English language learners with interrupted formal schooling (ELLs with IFS) is used throughout this study to identify these learners as it is deemed a neutral descriptive term. Specific characteristics that describe some of these students are: no basic alphabetic or numerical literacy skills in any language, and either severely limited (less
than fourth grade) schooling, no formal schooling, sporadic or interrupted formal education (Walsh, 1999). The majority of Canadian programs are designed for newcomer ELLs who have alphabetic and numerical literacy skills in their first language, and have a history of formal schooling in their home country (Duffy, 2003). Some ELLs with a history of interrupted formal schooling (IFS) have needs that extend beyond what the majority of current ELL classrooms provide. In addition to learning the English language, many ELLs with IFS need to learn alphabetic and numerical literacy skills, academic content, as well as school socialization skills, since for many of these learners the school environment, and its protocols, norms and mores are new and unfamiliar (Bashir-Ali, 2003). While ELLs with IFS pose challenges for Canadian high schools and teachers, the struggles faced by these learners to integrate and succeed in their new educational environments are far more complex.

**Statement of the Research Problem and Research Questions**

The aim of this study is to gain insight into how two Canadian teachers attempt to meet the academic, linguistic and socio-emotional needs of ELLs with IFS. This study examines the envisioned, enacted and experienced stages of two Winnipeg high school classrooms that were created specifically for ELLs from refugee backgrounds who have disrupted or limited formal schooling and are at risk of academic failure. The envisioned stage refers to the process of creating an educational program for the learners and includes an understanding of the historical underpinnings that led to the creation of the program. The envisioned stage describes the pedagogical priorities and educational outcomes that the visionaries and developers of the program deemed important and relevant for the learners to attain academic success; it is the process of developing the program before it reaches its intended environment. The enacted stage describes how teaching and learning is operationalized in the ELL with IFS students’ educational
environments, and reveals a teacher’s pedagogical decisions, and the reasons for those decisions. The experienced stage describes the teachers, students and the students’ families’ experiences and feelings about their educational programs. Each stage builds on the previous stage, since initial decisions about creation and design are noted to influence and impact the implementation of pedagogy and the participants’ experiences as teachers, students and others with a vested interest in the ELL with IFS students’ education. Specifically, this study attempts to answer the following three questions and sub-questions:

1) How did the visionaries of the two ELL with IFS classrooms conceptualize the two educational environments that were studied?
   i. What factors influenced the visionaries’ creation and design of the two classrooms?
   ii. How did the designers and developers of the two classrooms identify and define the needs of ELLs with IFS?
   iii. What specific supports and resources made the creation of the two classrooms for ELLs with IFS possible?

2) How did the school administrators and teachers in two different Manitoba school divisions enact their classrooms for ELLs with IFS?
   i. What educational model did the administrators and teachers use to educate ELLs with IFS (i.e. integrated, mainstreamed, sheltered, etcetera)
   ii. What was the educator’s rationale in using their chosen educational model to educate ELLs with IFS?
   iii. What social, academic and linguistic supports, programs and resources are available to ELLs with IFS in the two school divisions?
   iv. What pedagogical strategies do the two teachers utilize when teaching ELLs with IFS?

3) What are the participants’ experiences?
   i. What are the teachers’ experiences and views regarding their ELL with IFS classroom?
ii. What are the students’ experiences and views regarding their school’s ELL with IFS classroom?

iii. What are the parents or legal guardians’ experiences and views regarding their child’s ELL with IFS classroom?

Rationale for this Study
The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study. Previous studies on the academic performance and school experiences of ELLs with IFS identified these learners as most at risk regarding school performance, more likely to feel marginalized in their school communities, and more likely to drop out of school (Kaprielian-Churchill & Churchill, 1994; MacKay & Tavares, 2005; Roessingh, 2001; Watt & Roessingh, 1994; Yau, 1995). Studies examining dropout rates have found the dropout rate for ELLs to be as high as 75% in Alberta (Roessingh, 2001; Watt & Roessingh, 1994), 60% in British Columbia (Duffy, 2003) and 31% in Ontario (Brown, 2006). Researchers who examine the reasons why students drop out of school explain dropping out as a process and not a sudden decision. Immigrant and refugee students’ dropping out is identified as a result of a number of factors including: students’ self-perception of their academic ability, antisocial behaviour, rejection by peers, lack of any psychological or academic preparation before entering a formal school environment, poverty, cultural dissonance between the home and school, and difficulty in acquiring the language and cultural norms of the school community (Brown, 2006; DeCapua & Marshall, 2011; McBrien, 2005). The current data which tracked the dropout rate of ELLs in Canadian schools did not distinguish between immigrant and refugee students, and whether the students had a history of schooling prior to their entry in the Canadian school system; however, researchers speculate that ELLs with IFS are more at risk of dropping out than other newcomer ELLs because they face greater challenges to fulfill graduation
requirements due to the lack of flexibility and accommodation of school programs (MacKay & Tavares, 2005). The high dropout rate of ELLs and the high poverty rates of immigrants and racialized visible minorities raise concerns that an immigrant underclass is being created in Canada. Social scientists refer to the high percentage of immigrants and refugees who live below the poverty line, and explain that today’s immigrants are experiencing greater difficulty in achieving economic and social mobility as compared to immigrants in previous generations (Duffy, 2003). High dropout rates and increased poverty by a specific segment of the Canadian population has the potential for long term consequences on the Canadian labour force and future economic development. The inability for schools to support the needs of ELLs with IFS will have a significant effect on the future of the Canadian workforce, resulting in social inequities being produced through poorly skilled workers with limited or no schooling, who are trapped in a cycle of poverty.

**Manitoba’s response to ELLs with IFS.**

Since the mid-1990s, school divisions in most major Canadian cities have developed programs specifically for ELLs with IFS. The province of Manitoba has been particularly active in its attempt to create inclusive and responsive programs for its ELL population. In 2004, the Manitoba Ministry of Education, Citizenship and Youth (MECY) commissioned a report entitled, *Building Hope: Appropriate Programming for Adolescent and Young Adult Newcomers of War-Affected Backgrounds and Manitoba Schools* (which will now be referred to as *Building Hope*). *Building Hope* addressed the educational needs and programs of Manitoba adolescent and young adult refugee learners with ELL needs who have come from war-affected backgrounds and have experienced significant interruptions in their schooling (MacKay & Tavares, 2005). This report was initiated by findings from MECY’s *K-S4 English as a Second*
Language Program Review (also referred to as the ESL Program Review) which surveyed all schools in Manitoba to learn about the ELL population in Manitoba schools, programs developed for ELL students, and to identify specific areas of concern that were identified by ELL teachers. It is relevant to note that in Manitoba, recent initiatives such as the ESL Program Review and subsequent reports by the province’s Ministry of Education have highlighted an increased concern for the educational needs and specific programs available to ELLs with IFS. Specifically, the ESL Program Review’s report found that 53.8% of the survey’s responding schools rated their current programming as “weak” or “somewhat weak”, while 26% of the responding schools reported their programming as “adequate at best” (Mackay & Tavares, 2005). Regarding specific areas of concern, the report’s authors, Mackay and Tavares (2005), indicated that educators reported literacy development, extended and intensified ESL programming and the need to address students’ significant academic gaps as immediate priorities. Additionally, the authors described current programming and educational supports as inappropriate and not well matched with learner needs (Mackay & Tavares, 2005). According to MacKay and Tavares (2005), although 88.1% of the schools cited literacy as a significant challenge, only 14.6% of the schools had a literacy teacher or clinician support available for students. Recommendations by the report’s authors included developing more appropriate educational programs at the school divisional and provincial level for learners with a history of interruptions in their schooling, and providing schools with an “innovation” grant directly focused on ELLs with IFS to encourage schools to develop specialized classrooms for these individuals (MacKay & Tavares, 2005). In response to the recommendations laid out in the report, in 2006 MECY created the Intensive Newcomer Support (INS) Grant to assist school divisions in developing appropriate educational programs for newcomer adolescent and young adult learners with significantly disrupted
schooling (Manitoba Education, Citizenship and Youth, 2006a). The INS grant ranges from a maximum of $32,500 for school divisions that have 60 or more learners who are ELL with IFS to a maximum of $5,000 for school divisions that have less than 10 eligible learners.\(^3\) School divisions submit program proposals to the Ministry, which are then reviewed to determine whether funding should be allocated. According to INS grant guidelines, the Ministry requires that division proposals indicate a plan and program supported by research and appropriate practice for ELLs with IFS (Manitoba, Education, Citizenship and Youth, 2006a). An additional initiative directed at the ELL with IFS population in Manitoba that is worth noting is the Manitoba government’s amendment to the *Manitoba Public Schools Act* or *Bill 13*. In 2005, the Manitoba government set a Canadian precedent by passing *Bill 13*, the *Appropriate Educational Programming Act*, which enacted into law the legal obligation of schools in Manitoba to ensure that all students receive appropriate educational programming, particularly those with special needs, including ELLs (Manitoba Education, Citizenship and Youth, 2006b). Individual schools determine and define what is meant by “appropriate” programming, thus for this study it became important to learn how individual schools interpreted this legislation, and whether ELLs with IFS are provided with an education that “appropriately” meets their needs.

Examining Manitoba’s vanguard educational initiatives for ELLs with IFS has important implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant populations similar to Canada. The province of Manitoba is a microcosm of the rest of Canada, and thus uncovering Manitoba’s response to this student population will benefit other environments that struggle to meet the needs of these

\(^3\) The maximum amounts of the INS grant are as follows: School divisions that meet the eligibility requirements and have: 60 or more learners are eligible for a maximum of $32,500; 20 to 60 learners are eligible for a maximum of $27,500; 10 to 20 learners are eligible for a maximum of $16,000; less than 10 learners are eligible for a maximum of $5,000 (Manitoba Education Citizenship and Youth, 2006a, p1).
learners. Previous recent studies related to the educational needs of ELLs with IFS describe the
educational environment of these learners (Bashir-Ali, 2003; Smith, 2004; Toledo, 1998), or
focus on the psycho-social needs of the learners (Stewart, 2007). There remains a paucity of
research on how schools, and in particular how teachers support the ELL with IFS students in
their classrooms. This study fills that void, and identifies how schools, and particularly teachers,
are attempting to provide a meaningful and relevant education for this highly vulnerable
population. It is the researcher’s hope and intent that this study will inform educational policy,
teacher education and educational development initiatives both in Canada and in the various
international contexts that serve refugees.

**Dissertation Focus and Overview**

This research study aims to reveal how schools, and in particular, how teachers are
attempting to provide their ELL with IFS students with an appropriate education that meets their
language, literacy, numeracy, academic and socio-emotional needs. This research study focuses
on two classrooms in Winnipeg, Manitoba, Canada, that began implementing separate
educational programs for ELLs with IFS in September, 2007. To fully understand how each of
the two ELL with IFS classrooms are envisioned by their creators, operationalized in their
environments, and experienced by the study’s participants, the research findings are separated-
into the following three inter-related stages: 1) the envisioned stage; 2) the enacted stage; and 3)
the experienced stage. The three stages provide insight into the development and delivery of the
ELL with IFS student’s education and presents how educators, policy makers and others who are
personally and/or professionally invested in the education of ELLs with IFS, i.e. parents, legal
guardians, settlement workers, etc., endeavour to create and support educational initiatives for
these learners.
A description of the global context that situates ELLs with IFS, their journey to the Canadian classroom, and the necessity to create specialized classrooms for these students, was provided at the beginning of this chapter. The rationale for this study and the reason for focusing on Manitoba’s efforts highlight the urgency to create appropriate educational contexts for ELLs with IFS and illustrate one province’s response to ELLs with IFS.

A brief description of the upcoming chapters is included to provide the reader with an overview of this dissertation’s contents. The following chapter, Chapter 2: Review of Relevant Literature, reviews literature and research studies that address the socio-emotional, linguistic, and academic needs of ELLs with IFS, the teacher’s roles and responsibilities when working with ELLs with IFS, and the impact of external factors that challenge the ELL with IFS student’s adjustment to their Canadian educational environment. Chapter 3: The Theoretical and Conceptual Framework, presents a theoretical and conceptual lens that guided me during the study’s data collection and analysis. Chapter 4: Research Methodology, explains the research methodology chosen for this study, the process or recruiting participants, the stages of negotiating access to the research sites, the data collection methods, the data analysis process, the ethical concerns, the validity issues and the limitations and scope of this study. Chapters 5, 6 and 7 present the findings, a summary and a discussion. Each findings chapter presents both classroom contexts, and compares each context to learn more about how differing program considerations, teacher pedagogy and classroom structure, can impact and alter a student’s educational experience. The first findings chapter, Chapter 5: Creating the Intensive Newcomer Support Classrooms in Manitoba, describes the process of creating and developing an educational program for ELLs with IFS in Manitoba, and reveals how each of the two Winnipeg classrooms were initially envisioned by their respective school divisions. Chapter 6:
Implementing the Intensive Newcomer Support Classrooms in Manitoba, reveals the structure of each school division’s ELL with IFS educational program, the teacher’s roles and responsibilities as an educator of ELLs with IFS, and the teacher’s pedagogical strategies that are implemented to support their students’ learning. Chapter 7, The Experiences of the Study’s Participants, focuses on the experiences of the study’s participants, and in particular, the experiences of the teachers, students and the students’ families. Chapter 7 uncovers how the different participants are impacted by the design and delivery of the educational initiatives for ELLs with IFS, and focuses on the perspectives of the participants to uncover whether the ELL with IFS students’ education truly meets the learners’ needs. The final chapter, Chapter 8: Final Analysis, Discussion, Implications and Conclusion, presents key findings, revisits the theoretical and conceptual framework and extends the framework to the findings of this study by detailing what additional considerations need to be included when teaching ELLs with IFS and creating educational opportunities for these learners. Additionally, Chapter 8 suggests future research in the area of teaching ELLs with IFS and ends with my concluding comments about this study.
Chapter 2: Review of Relevant Literature

This chapter reviews relevant literature and research studies that address: the socio-emotional, linguistic, and academic needs of English language learners (ELLs) from refugee backgrounds; the roles and responsibilities of teachers who work with learners with interruptions in their formal schooling (IFS); and the impact of factors such as economic strain, parental relationships, and adjusting to the Canadian school system has on ELLs with IFS. For this literature review, I focus primarily on studies that examine the Canadian context. However, because the number of these studies are limited, I also include studies and literature from the United States, the United Kingdom and Australia, since the demographic characteristics of ELLs with IFS, their educational needs, and the challenges faced by schools to support these students are found in other democratic, multicultural, and multilingual contexts that have high immigrant populations similar to Canada.

To contextualize the topic of educational initiatives and classroom practice for ELLs with IFS, I first present the underlying principles that support educational attainment as a democratic right for all learners. Understanding the principles associated with policies related to the universal right to education provides background information for the reader to understand the importance of providing a learning program that supports the social, emotional, linguistic and academic success of all students, and particularly the legal obligation that Canada has to learners from refugee backgrounds.
Background Context: Education in Canada

The legal right to an education in a democratic society such as Canada.
An important component of a democratic society is equal access to education, and the
right to acquire an education regardless of race, socioeconomic status, or linguistic knowledge.
The right to education was first codified in the 1948 Universal Declaration of Human Rights
(Article 26)\(^4\) and the International Covenant on Economic, Social and Cultural Rights (Article
13) (Smith & Vaux, 2003; Triplehorn, 2001). The rights enshrined in the Universal Declaration
were further elaborated in subsequent instruments for groups requiring extra protection, such as
refugees, children and, even more specifically, children affected by armed conflict (Triplehorn,
2001). These instruments include the 1951 Convention Relating to the Status of Refugees, which
mandates host countries to provide primary school education to refugees on the same scale as
their own citizens. For post-primary education, such as secondary school, technical training or
universities, refugees are to be treated as other “aliens” (Smith & Vaux, 2003). The specific
rights of children are further articulated in the 1989 Convention on the Rights of the Child
(CRC). This landmark document, ratified by all countries except Somalia and the United States,
re-confirms the fundamental importance of education for children and emphasizes gender equity,
inclusion of the disabled, and the linguistic and cultural rights of minority children. Article 28 of
the CRC establishes that education for children is not just a need but also a right and commits
state parties to ensure that primary education is free and compulsory. In the CRC, primary
school education, and to a limited extent pre-primary education, are viewed as fundamental
rights of all children (High Commissioner for Human Rights, 1989; Triplehorn, 2001).

\(^4\) Universal Declaration of Human Rights (Article 26) (1) Everyone has the right to education. Education shall be free, at least in
the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be
made generally available and higher education shall be equally accessible to all on the basis of merit (UN General Assembly,
1948).
Furthermore, in 1990 the *World Conference on Education for All* adopted a declaration affirming the commitment to “Education for All” with a special focus on underserved groups such as working children, refugees, the disabled, and those displaced by war (Sommers, 2002). In April 2000, the World Education Forum was held in Dakar to reaffirm the Education for All (EFA) declaration and to expand and improve early childhood education, especially for the most vulnerable and disadvantaged, and to ensure that by 2015 all children have access to a free education of good quality (Smith & Vaux, 2003).

**Attaining a responsive and meaningful education in Canada.**

Education is deemed the great equalizer in societies such as Canada in which racial, social, linguistic and economic inequalities stratify society. Yet, despite the potential of education to create increased social and economic opportunities for members of a society, some educational programs and practices ignore the inherent differences of individuals and create an underclass in society in which individuals who do not possess the social, cultural and linguistic knowledge of the dominant group are marginalized and not afforded the same opportunities as those who possess such knowledge. According to Edward Olivos (2006), the current school system is a system of social reproduction that functions to maintain, legitimize and reproduce society’s inequities. Therefore, despite the individual’s legal right to access an education that is deemed of good quality, individuals who do not possess the cultural, social and linguistic capital of the dominant society are at higher risk of academic failure and are less likely to complete high school (Perreira, Mullan Harris & Lee, 2006). Delgado-Gaitan (1991) explains that schools facilitate the exclusion of minority students by establishing activities, learning models and assessment instruments that require specific majority culturally based knowledge and behaviours about the school, schooling and society. When schools neglect to provide learners with the
sociocultural knowledge to encourage their participation, opportunities for students to fully integrate within the school are compromised and students are not afforded with opportunities to access an education that is comparable to learners who possess knowledge about the dominant culture. In the case of newcomer ELLs from war-affected refugee backgrounds, many students have either limited or no prior schooling experiences and come from cultures in which educational practices and school systems are significantly different than that of their host country. School programs and policies must respond to fulfilling the following three separate dimensions of the newcomer ELL with IFS: the socio-emotional needs that support social integration and acceptance; linguistic and literacy development that provide the learner with meaningful and comprehensive literacy and linguistic skills to support their social, academic and professional needs; and academic engagement that intellectually stimulates the learner. The remainder of this literature review will present these three dimensions, focusing on key aspects from previous research that highlights the complexity of responding to students’ needs, and the fundamental role that teachers play in the overall support of ELLs with IFS.

The Social Integration of Refugee Students

Researchers have indicated that once settlement in a safe war-free zone such as Canada has occurred, the role of the school, and in particular teachers, is a crucial component to facilitate the socialization and acculturation of refugees to their new environment (McBrien, 2005; Wilkinson, 2002). Since schools are key sites of social and cultural reproduction, for children and adolescents the school functions as their primary place of socialization, and acts as their most important link to mainstream culture.
Refugee students relegated to the margins of their school community.
In her study on the needs and challenges of refugee students in Toronto schools, Maria Yau (1995) describes refugee students as alienated, discriminated against and even rejected by the non-refugee and Canadian-born students at their schools. Yau (1995) explains how the newly arrived refugee students in her study were targets of bullying and racism, with many of these students experiencing social isolation at school. According to Yau (1995), the students’ primary connection to learning about Canadian culture was through the school, yet the refugee students in her study were relegated to the role of outsiders, despite their expressed desire and interest in developing relationships with Canadian students. Similar to Yau (1995), both Stewart (2007) and Seat (2000) describe refugee adolescent newcomers as isolated at school, ignored by their non-refugee classmates, and relegated to the margins of the wider school community. In Stewart’s (2007) study of the psychosocial and educational needs of war affected children in a Manitoba high school, racism appears to be prevalent as the refugee students are targets of verbal and physical attacks by other students in the school, and must deal with discriminatory practices by the school’s teachers and administrators. According to Stewart (2007), in the inner-city Manitoba school in which she conducted her study, the African refugee students were in conflict with the school’s Aboriginal population, and the African students, particularly the males, were targets of racially motivated violence by the school’s Aboriginal students. Stewart (2007) comments on the existence of a clear divisive line between the different ethno-cultural groups in the school, and observed the African refugee students as having very little positive social integration or interaction outside of the classroom with either Aboriginal or White students. Furthermore, Stewart (2007) contends that both the Aboriginal and the African students occupied low and marginalized statuses within the social hierarchy of the school, and thus the Aboriginal students chose to target the African students as a means to maintain an elevated rank within the
school’s social power hierarchy, and to ensure that the African students, rather than themselves, were relegated to the bottom of the hierarchy.

**Inclusion through extra-curricular activities.**

Bashir-Ali’s (2003) ethnographic study of Somali students in the United States and Italy describes the school as the first context where students are exposed to the language and culture of their new environment. According to Bashir-Ali (2003), the Somali students in her study were made to feel as though their home culture (C1) was of less value as compared to the mainstream culture (C2). The students in Bashir-Ali’s (2003) study were encouraged to conform and assimilate to the C2 in order to gain acceptance by their school’s peers, and the school’s teachers. Bashir-Ali (2003) notes how the male students in her study were more easily accepted by their native-speaking peers because of their participation in sports, whereas the study’s female participants did not participate in any extra-curricular sports activities and as a result did not develop social relationships with any native-speaking students. The students in Stewart’s (2007) study were also positioned in a positive social standing when they participated in high school sports, and similar to Bashir-Ali’s (2003) study, Stewart (2007) found refugee males to be more likely to participate in extra-curricular school activities compared to refugee females. According to Bashir-Ali (2003), the female participants in her study interacted either with females from their own ethnic group or with other immigrant girls, who like the Somali-refugee students, were positioned outside the school’s social power center. Bashir-Ali (2003) explains that racial discrimination was the greatest barrier to cultural adaptation and social integration for the refugee students in her study.
Factors that affect social integration.
Lori Wilkinson’s (2001) findings on the integration of refugee youth in Canadian society, suggests that refugee youth are socially integrated and do not face additional barriers to social acceptance. Wilkinson’s (2001) study focuses on the integration experiences of refugee youth who arrived in Alberta from 1992 to 1997. Wilkinson (2001) states that refugee youth are more integrated than the relevant literature suggests, and do not have great difficulty in social integration or cultural adaptation. The majority of student participants in Wilkinson’s (2001) study were Yugoslavian refugees, many of whom had knowledge and familiarity with English. The students in Wilkinson’s (2001) study did not feel that Canadian culture, and specifically Canadian school customs and routines were significantly different than the culture or educational system in Yugoslavia.

Delgado-Gaitan (1994) explains that the process of acculturation for newcomers is made easier when their cultural values and beliefs are similar to that of their host country. According to Delgado-Gaitan (1994), White refugees from European backgrounds adapt more easily to North American culture than non-White, non-European refugees. Wilkinson (2001) confirmed Delgado-Gaitan’s (1994) acculturation theory when she identified Yugoslavian refugee students to more easily integrate into Canadian school culture than refugees from Africa and the Middle East. In the past 10 years there has been a noteworthy shift of the source country of refugees, with fewer refugees coming from Europe, and more coming from Africa and the Middle East (Citizenship and Immigration Canada, 2005). The racial, cultural and religious prejudice that some refugees face are further obstacles to their full social integration into Canadian society. DeCapua and Marshall (2011) refer to the mismatch between the ELL with IFS student’s home culture and school culture as “cultural dissonance”. Newcomer refugee students may be subject to cultural dissonance or the “split-personality” syndrome that plagues certain ethnic minority
students in the West when the student’s home and school environments are deemed incompatible with one another (Badawi, 2005; Cristillo, 2004; DeCapua & Marshall, 2011; Merry, 2005; Zine, 2004). If the newcomer refugee student feels powerless to resist the pressures of assimilation, there is a possibility of cultural discontinuity between their home culture and the mainstream culture. Thus, the challenge among Canadian educators is to consider how the current educational system can best meet the needs of all learners, including those who may feel a disconnection between the values that are presented at school with those that are presented at home. Educators need to consider how newcomer refugees may experience successful social integration in Canadian schools, without feeling as though they must abandon their cultural identity.

**Risks associated with social exclusion.**

Seat (2000) found that adolescent newcomers, who were able to relate successfully to their school peers and gain their peers’ acceptance, were more successful in their future settlement and adaptation process. Rossiter and Rossiter (2009) found that newcomer students who were socially isolated at school were more at risk of recruitment into criminal activities which could lead to further societal marginalization. In their Alberta study, which focused on immigrant and refugee youth who engaged in criminal activity, Rossiter and Rossiter (2009) describe how pre-migration violence and trauma are predisposing risk factors associated with youth who engage in violent and criminal activity in Canada. In addition to having been exposed to violence, additional factors that make refugee youth at risk of joining a criminal youth gang include poverty, lack of parental support and increased responsibility within their family (Rossiter & Rossiter, 2009). An overwhelming challenge that complicates the refugee’s integration and settlement process is poverty and a strained financial situation (Stewart, 2007).
For many refugee families, the parents are unemployed or underemployed, and thus have difficulty meeting basic family needs. For those who are either government or privately sponsored, their financial burden is further compounded by their obligation to repay the transportation cost loans they incurred when they came to Canada. Children who become involved in lucrative criminal activities may be attempting to provide some financial relief to their families, and to alleviate the economic strain placed on their parents. According to Rossiter and Rossiter (2009) some parents turn a blind eye to their children’s criminal involvement because the supplemented income is desperately needed by the family. However, an overwhelming majority of parents have aspirations for their children’s success in Canada that includes attaining legitimate work opportunities (Rossiter & Rossiter, 2009; Stewart, 2007).

A further complication for refugee families is their lack of safe and affordable housing options. Many subsidized housing options are in high crime neighbourhoods, which make children vulnerable to the exposure of criminal activity. Additionally, the pressure to conform and to gain acceptance from peers, and in particular, to acquire material goods that are associated with an elevated economic status, may be an additional risk factor that lures children and youth to criminal activity (Rossiter & Rossiter, 2009). Research and academic literature related to criminal activity among refugee youth in Manitoba is limited, yet anecdotal evidence suggest that it is an increasing problem. Two prominent youth gangs in Winnipeg, “The African Mafia” and “The Mad Cowz” are composed of young men from African countries such as Sudan and Somalia and both gangs target and recruit displaced refugee youth who have a history of exposure to violence (Macdonald, 2007). Furthermore, the shooting death of an innocent bystander in an October 2005 gang related dispute in Winnipeg’s inner-city core, garnered increased media attention and brought to the forefront the complexity of the situation for African
refugee youth, many of whom are without parental support, are victims of war related trauma and succumb to gang life when attaining success through education and by legitimate employment seems hopeless (Macdonald, 2007). Thus, successful social integration has significant implications on the adjustment of refugee newcomers, and in particular, the school’s role in providing supports that lead to successful social integration appear crucial for this population.

The Linguistic and Literacy Needs of ELLs with IFS

The relationship between L1 and L2.

Acquiring the linguistic and literacy skills of their new environment facilitates successful academic achievement and provides students with access to the social fibre of their school. Prior formal schooling experiences as well as literacy development in the language learner’s first language (L1) influences the learner’s academic and language development in their new environment, and impacts how easily and quickly the student is able to match the linguistic and literacy skills of their native-speaking peers. Previous studies have indicated that if a certain threshold in the L1, including basic alphabetic and numerical literacy skills, is not reached, learners may experience cognitive difficulties in learning a second or additional language (L2) (Collier, 1987; Collier & Thomas, 1989; Cummins, 1981; Cummins, 1991; Thomas & Collier, 1995). Researchers have found that in both Canadian and U.S. schools where all instruction is given through the L2, non-native speakers with no prior formal schooling in their L1 require approximately 7 to 10 years or more to reach age and grade level norms similar to their native-English speaking counterparts, while students who have had 2 to 3 years of formal schooling in their home country before arrival to Canada, and have alphabetic and numerical literacy skills in their L1, require at least 5 to 7 years to reach typical native-English speaker performance (Collier
& Thomas, 1989; Collier, 1995; Cummins, 1981; Thomas & Collier, 1995). Thomas and Collier, (1995) found this to be the case across several student background variables including student’s home language, country of origin and socioeconomic status.

Collier (1995) concluded that previous formal schooling is the most significant variable to influence second language acquisition and academic achievement in an L2 context. Collier (1995) writes:

Across all program treatments, we have found that non-native speakers being schooled in a second language for part or all of the school day typically do reasonably well in the early years of schooling (kindergarten through second or third grade). But from fourth grade on through middle school and high school, when the academic and cognitive demands of the curriculum increase rapidly with each succeeding year, students with little or no academic and cognitive development in their first language do less and less well as they move into the upper grades (p. 4).

These findings impact students from refugee backgrounds more so than other newcomers since more refugee learners have limited formal schooling and limited literacy skills in their L1 as compared to other immigrant groups (MacKay & Tavares, 2005).

Yau’s (1995) survey of refugee students in Toronto schools found limited knowledge of the L2 to be the biggest barrier to the refugee student’s adjustment. Of the seven schools chosen for the study, only one school in Yau’s (1995) study viewed the student’s L1 knowledge and acquisition to be an important factor in the development and acquisition of the L2 (in this case English). Yau (1995) describes one school that placed refugee students in a full-time heritage language program for the first two weeks of their schooling and gave these learners support in their first language before they were transferred to a reception class, and then to a regular class.
The heritage language teachers in this school assisted the students in their L1 development, and
continued to act as a liaison between the teacher and the student once the student left the
program and moved into a reception class and a regular class.

Bashir-Ali (2003) explains that the limited linguistic and literacy skills of the student
participants in her study relegated them to the margins of the contexts in which they studied.
According to Bashir-Ali (2003), the Somali student participants in both the United States and
Italy attained oral communication skills that were deemed inappropriate by the teachers in their
schools since they did not learn a standard variety of the L2 and instead used a non-standard
variety of the language. In the case of the students in the United States, the student participants
learned a Black vernacular English dialect, which their teachers viewed as unacceptable for the
classroom. The student participants in Bashir-Ali’s (2003) study did not have enough knowledge
about the L2 or C2 to identify that their discourse patterns were different from the standard L2
spoken in the school. The non-standard L2 which the students learned enabled them to gain
access to social relationships with adolescents in the neighbourhood and community in which
they lived since most of their neighbours spoke the non-standard L2. While L1 speakers are able
to determine when to use the standard and non-standard variety of their L1, language learners
require explicit instruction regarding L2 registers. The students in Bashir-Ali’s (2003) study did
not have enough knowledge about the language, and thereby could not extend their knowledge
and understanding about either the L1 or the L2.

**Language learning in the content classroom.**

Bashir-Ali (2003) explains how classroom teachers were overwhelmed by the language
and literacy needs of the students in her study. The student-participants in Bashir-Ali’s (2003)
study did not have L1 alphabetic and numerical literacy skills and therefore could not transfer
their L1 knowledge to the L2 context. The negative perception of these students by their teachers, compounded by the lack of special programming for these learners, made it next to impossible for these students to successfully function in their content classes. Bigelow (2010) points out that ELL programs for secondary students are accustomed to receiving learners with emerging English skills. Yet, she notes that the linguistic or even more specifically, the print literacy needs of a newcomer adolescent who has never been to school often leads the ELL with IFS student’s needs being either completely unaddressed or inappropriately unaddressed. Bashir-Ali (2003) refers to Nieto’s (2002) recommendations for classroom teachers to increase the linguistic proficiency of the L2 learners in their schools. Some of Nieto’s (2002) recommendations include the following: 1. teachers should be familiar with the tenets of L1 and L2 language acquisition; 2. teachers should modify and adapt their curriculum to meet the needs of L2 learners; and 3. teachers should learn about the lived experiences of their students and particularly the experiences of migration for refugees.

**Teaching L1 and L2 simultaneously.**
The lack of literacy and linguistic skills in the student’s L1 is a particular challenge for both language teachers and content teachers. Walsh’s (1999) case study of a high school literacy program for Haitian refugees in Boston, Massachusetts, describes a sheltered literacy enrichment program designed specifically for Haitian refugees with a history of interrupted formal schooling or no formal schooling and no alphabetical or numerical literacy skills in their L1. According to Walsh (1999), the program has a high success rate with more than 80% of the students developing language and literacy skills in both their L1 and in the L2 after two years in the sheltered literacy program. Based on graduation records, 49% of the students graduated from high school, and 39% pursued post-secondary studies which included both two year and four
year college degrees (Walsh, 1999). The instructional model of the literacy program in Walsh’s (1999) study is based on the belief that the students should develop literacy skills in their L1, (Haitian Creole is the students’ L1 in this study), as they develop literacy in the L2, (English is the students’ L2 in this study). In explaining the connection between the L1 and the L2, Walsh (1999) writes:

Connecting ESL literacy instruction to the information and skills developed in the native language class is crucial. It enables the ESL teacher to build upon what students know and enables students to use this knowledge to learn English…this approach speeds up the process of English language and literacy acquisition. It also encourages literacy students to view themselves as “knowers,” thus helping to lessen the negative self-perception so often developed by these students in high school. (p. 17)

The cultural and linguistic diversity of the students in most Canadian ELL classrooms might make a bilingual model such as the one described for Haitian students difficult to replicate in the Canadian context, since the L1 and C1 of the students may not be the same. However, the literacy enrichment program in Boston is still a useful example of a school language learning model for ELLs with IFS since it identifies key principles that help develop both L1 and L2 literacy and language acquisition, and encourage successful academic achievement.

While the use of the student’s L1 in an L2 context has been established by researchers and language learning theorists as having a useful and facilitating role in language acquisition (Auerbach, 1993; Brown, 2000; Larsen-Freeman, 2000; Nation, 2003), anecdotal evidence suggests that despite these findings there remains scepticism about the benefits of teaching L1 while simultaneously teaching English in an English environment. The use of the L1 in an L2 environment is an important aspect to investigate in this study as it may shed light on the
practicality of using students’ L1s in multilingual environments, and how educators use L1 as a teaching tool. Findings that focus on the teachers and administrators in this study could reveal: 1) how realistic and feasible it is for teachers to utilize their learners’ L1s in multilingual classroom contexts; 2) whether teachers do utilize their students’ L1s as a resource in the classroom; and 3) in circumstances when the L1 is used, how is it utilized, i.e. is it used to aid in developing metacognitive awareness, as a way to reduce anxiety in the language learning process, as a referencing tool, etcetera.

**Academic challenges for ELLs with IFS**

Although language acquisition is a primary factor that facilitates access to a new culture and assists in social integration and access to society, academic engagement and facilitating learning opportunities that are meaningful and responsive to the needs of the students are necessary factors in supporting refugee students’ current and future academic and professional opportunities. Attaining a meaningful and responsive education can be a challenge if learners are not well informed about the Canadian school system, and are not given adequate support to learn the course subject matter in a limited amount of time.

**Streaming refugee students into non-academic programs.**

Yau (1995) found that the lack of familiarity with the Canadian school system, and in particular the lack of knowledge about course requirements needed for post-secondary opportunities resulted in a disproportionate number of students from refugee backgrounds enrolled in non-academic streams. Many of the students in Yau’s (1995) study expressed an interest and desire to attend university and pursue professional opportunities, yet they were not enrolled in courses that would grant them access to university studies. Kaprielian-Churchill (1996) also found that many of the refugee youth in her Toronto study were enrolled in classes
that did not lead to post-secondary training. According to Kaprielian-Churchill (1996), 43% of Latin American refugees in Toronto’s North York schools were enrolled in basic level classes that did not lead to post-secondary education, 51% were enrolled in general classes that led to vocational training, and only 6% were in advanced level courses that led to university education. Kaprielian-Churchill (1996) explains that the streaming of refugee students into technical, vocational opportunities has implications for the future career and socioeconomic status of these youth, with many of these students relegated to low-paying, low-skilled employment.

**Alternative ways to support students’ academic learning.** Kanu (2008) identifies grade placement and assessment of students’ academic level as problematic for learners who have significant disruptions in their schooling history. The African refugee students in Kanu’s (2008) Manitoba study felt misplaced in their academic environments, and rated grade placement based on age and English language assessment tests rather than academic ability as a significant frustration. Ten percent of the students interviewed in Kanu’s (2008) study felt they were misplaced in grades that were too low and too easy for them, while 20 percent of the students felt their placement was too high and too difficult. Placing students in grades based on age rather than ability is highly problematic for learners who have missed significant years of schooling and creates a sink or swim atmosphere, with the majority of learners drowning in classrooms that neglect to provide them with the necessary academic supports in the limited amount of time they have to meet high school graduation requirements. To better support learners in meeting the academic demands placed on them by schools, and to avoid the sink or swim response by some schools, tutoring centres formed in Australia have been developed to better assist secondary school students as they seek to make transitions from intensive English language centres to mainstream classrooms. Ferfolja and
Vickers (2010) outline this Australian initiative and identify the advantages of ELLs with IFS having additional support that extends beyond the English language classroom. According to the teachers involved in the Australian tutoring centers, ELLs with IFS require support that is either one-on-one or in small group settings to help develop the confidence and necessary skills to participate in mainstream academic classes (Ferfolja & Vickers, 2010). Ferfolja and Vickers (2010) explain the advantages of the safe and secure environment of the tutoring centre for students who have skills and abilities that are far below their same age peers, and refer to a secondary aged student who felt comfortable at the tutoring centre to read aloud a primary level text while the same student described feeling too self-conscious to read the same text in front of her same age peers. According to the teachers in Ferfolja and Vickers’ (2010) paper, the tutoring centres help to develop important academic skills necessary for student success including how to ask a question, ways to seek clarification, and how to independently complete homework and assigned tasks. By developing these important skills, the students in the tutoring centres were identified as having an enhanced confidence that helped in their future academic participation and engagement (Ferfolja & Vickers, 2010).

**Pedagogical strategies used to teach ELLs with IFS**

In their description of teaching strategies and program development for ELLs with IFS, Freeman and Freeman (2002) encourage teachers to rely on a student’s prior knowledge to develop both their linguistic proficiency and literacy skills and to encourage academic engagement. According to Freeman and Freeman (2002), by building on ideas and concepts that the students already know, and by engaging students in a challenging curriculum in an affective learning environment, ELLs with IFS will attain academic success. While there may be a gap between school expectations and student abilities, Freeman and Freeman (2002) insist that
ELLs with IFS have a strong experiential base and effective teachers could draw on the student’s language, culture and prior experiences to learn and build new concepts. The literacy enrichment program for ELLs with IFS described in Walsh’s (1999) study also emphasizes the importance of relying on a student’s prior knowledge to support academic learning. Walsh (1999) describes a curriculum based on themes that connect instruction to a student’s real-life experiences and concerns. The instructors in the literacy program for ELLs with IFS found that by building on students’ prior experiences and their background knowledge, the students were actively engaged and were interested in learning (Walsh, 1999).

The school programs and instructional techniques described by Freeman and Freeman (2002) and Walsh (1999) are markedly different from those found in Phan’s (2003) study which describes the experiences of Vietnamese youth in a Canadian school. According to Phan (2003), the Vietnamese ELL students in his study encountered an unfavourable school environment in which they did not engage in cognitively stimulating activities and instead spent their days watching movies and colouring pictures. The lack of cognitively stimulating activities can result in student disengagement, and may “push out” students from school if they feel the education they are receiving is useless and not interesting. While Freeman and Freeman (2002), Walsh (1999) and DeCapua and Marshall (2011) have identified key pedagogical considerations and programming models for ELLs with IFS, overall there exists a dearth of second language acquisition research on pedagogy for learners who lack print literacy (Bigelow, 2010). Bigelow (2010) points to a lack of research on adult and adolescent immigrant language learners with low print literacy, and has found through her own work that L2 oral language processing is likely affected by alphabetic literacy level. Thus, according to Bigelow (2010) additional research needs to address learners who lack print literacy as current SLA research does not address or
provide any insight as to what the typical language learning or educational trajectory is for ELLs with IFS.

**The Role of Teachers and the Impact of the Teacher-Student Relationship**

**The important role of teachers in the refugee student’s life.**

The role of the teacher in the newcomer student’s life is of paramount importance in their overall adjustment and adaptation to their new educational environment (Cummins, 2001). Studies that include an analysis of the relationship between teachers and newcomer students identify the difficulties and challenges encountered by both teachers and students in developing and nurturing a relationship. Teachers who have ELLs with IFS in their classroom are unsure how to support learners who have experienced severe trauma as a result of their pre and post migration experiences. According to Yau (1995) the specific obstacles to a refugee student’s social and emotional adjustment to their new environment have been identified to include: post-traumatic stress and ongoing sense of fear; precarious residency status and endurance of long bureaucratic processes; disintegration of family units; financial difficulties; frequent relocations; and cultural disorientation. These obstacles can significantly influence a student’s adjustment into a new school environment, and may prevent the student from fully concentrating on their academic studies or as Meyers (1993) explains:

> The personal, psychosocial responses that each child develops to their particular memories and experiences do not disappear upon their arrival at the door of the school.

> This emotional and social baggage is carried with them and educators must consider these issues as we learn to deal more effectively with all their needs. (p. 4)

In her 2004 study detailing the experiences, practices and attitudes of teachers in relation to war affected refugees in Manitoba schools, Janet Smith found that teachers recognized maladaptive
behaviours in refugee students, yet were unsure as to how to respond to these behaviours and in particular how to develop personal relationships with war affected learners. Although teachers expressed difficulty in responding to the needs of war affected learners, both Smith (2004) and Yau (1995) describe the important role that teachers play in the adjustment process for refugee students, and stressed the need for teachers to reach out to war affected refugee students to help and support them learn acceptable school behaviours. Yau (1995) explains that if the psycho-social needs of ELLs with IFS go unnoticed and are not addressed, a student’s initial withdrawn and passive behaviours could result in different modes of aggression in and out of the classroom.

**Teachers underestimating their refugee students’ academic abilities.**

Roxas’ (2010) study identified how teachers in a mid-western American high school attempted to meet the academic needs of the refugee students in their classrooms by placing different standards on the refugee students compared to the non-refugee students. Roxas (2010) discovered how one teacher attempted to overcome the academic challenges placed on the refugee students by having different academic expectations for her refugee students and giving them “effort” grades instead of assessing their knowledge of the subject matter and their academic ability. The teacher in Roxas’ (2010) study rationalized giving “effort” grades to students as a means to ensure that they would graduate high school and justified her actions by explaining that the pressing financial need of students to graduate high school and find employment required her to expedite their exit out of a high school program and into the workforce. The teacher explained to Roxas (2010) that the refugee students would find work in areas that did not require a high proficiency in reading, writing, or an understanding of academic subject matter and therefore did not necessarily need a high school diploma that guaranteed whether any linguistic or academic benchmarks had been met. Roxas (2010) acknowledges that
while the teacher’s intention was to support the students in an educational institution that was not adequately meeting their needs, in actuality her actions were negligent as she further contributed to the marginalization of these students by having low expectations of them and their scholastic abilities. The teacher’s actions in Roxas’ (2010) study would lead to her students acquiring low-paying, menial jobs that will likely confine them to a class of society that is defined as “working poor”. The students who are receiving high school diplomas based on attaining “effort” grades rather than having their academic needs met will spend a lifetime competing for an ever-decreasing number of low paying jobs in an economy that is increasingly becoming more competitive and requiring a multitude of skills from its workforce.

The refugee students in Yau’s (1995) study described their classroom teachers as disinterested, distant and unsympathetic about their students’ life circumstances and needs. The students in Yau’s (1995) study did not feel comfortable to approach their classroom teachers and avoided seeking out the teachers for clarification and assistance on matters related to their adjustment in school. The teachers in Yau’s (1995) study expressed feeling overwhelmed by the needs of the students and felt poorly prepared and ill equipped to meet the needs of the ELL with IFS population. The teachers felt they lacked information and training on how to educate ELLs with IFS and did not feel confident in their abilities to help support these learners (Yau, 1995). The students in Phan’s (2003) study describe their teachers as cold and uncaring. According to Phan (2003), the students in his study described an unfavourable school environment in which the teachers were not sympathetic to the students’ adjustment to a new culture and to school life. Similar to the teachers in Phan’s (2003) study, Seat (2000) describes how the teachers in her study underestimated their students’ abilities to complete their academic goals.
Teachers as advocates for their refugee students.  
Stewart (2007) identifies teachers in her study who became advocates for students, and as a result were often times required to negotiate students’ access to learning opportunities in their school. Stewart (2007) recognized when a particular teacher was deemed an important resource for students, and described how one teacher was often seen having informal conversations with the students, and noted an opportunity in which one student requested to be in that teacher’s class. Additionally, Stewart (2007) describes how the refugee students in her study congregated in the teacher’s classroom when they were not in class, and saw how the teacher had created a safe space for these learners while the wider school space was deemed an unwelcome environment by many of the students.

Teacher preparedness to meet the needs of ELLs with IFS.  
Seat (2000) identifies teacher preparation as an important factor in whether teachers feel at ease and confident to teach ELL students. According to Bashir-Ali (2003), the teachers in her study were grossly unprepared to meet the needs of the Somali students and as a result of their professional insecurities and uncertainties, the teachers treated the students with hostility. The teachers spoke openly about their feelings of resentment in having to teach the students school behaviours and school norms (Bashir-Ali, 2003). Furthermore, the teachers in Bashir-Ali’s (2003) study were frustrated with the students’ low literacy levels, and did not feel it was their responsibility to teach the students basic literacy and numeracy skills. According to Cummins (2001), the increasing number of culturally and linguistically diverse students in major urban areas requires all teachers, not just ELL teachers, to familiarize themselves with second language acquisition principles and teaching skills. Cummins (2001) insists that educational
administrators have an obligation to ensure that all educators in the school have the opportunity to develop the knowledge base to teach culturally and linguistically diverse students.

**Chapter Summary & Conclusion**

The review of relevant literature pertaining to ELLs with IFS indicates that these learners have complex and multi-faceted needs. Furthermore, the literature revealed that there are many factors and considerations which schools need to take into account to support the adjustment and integration of these students in their new educational environments, including: 1) social integration factors; 2) linguistic and literacy related issues; 3) academic challenges; and 4) considerations regarding the role of teachers who work with ELLs with IFS. A student’s social integration factors refer to the student’s adjustment into their classroom environments, the school’s initiatives to create inclusive learning environments, and the impact of social isolation on newcomer adolescent refugees which could potentially lead them to engage in criminal activity. Literature pertaining to the linguistic and literacy needs of learners focused on the connection between the L1 and the L2 when learning in an L2 environment and the complexity of teaching ELLs who lack literacy in their L1. The academic challenges of ELLs with IFS include the problematic result of refugee learners being streamed into vocational, non-academic programs, and the additional supports that ELLs with IFS require to access grade-level material. The role of teachers and the relationship the teacher has with their ELL with IFS students is deemed to be of paramount importance in the student’s adjustment to their educational environments, however, studies indicate that the majority of ELL teachers are unprepared and unsure about how to fully support their ELLs with IFS. In addition, there is a paucity of research related to language learners who lack print literacy leaving educators with limited resources and understanding about how to most effectively meet these learners’ needs.
Although international policy and human rights legislation deem education as a fundamental right, the actual attainment of that right is a complex process. Social, linguistic, academic, and structural factors affect whether learners will receive an education that adequately meets their needs, and provides them with the necessary skills and knowledge base they require to succeed in their new educational environment and pursue additional academic and professional opportunities.
Chapter 3: Theoretical and Conceptual Framework

The previous chapter reviewed the relevant literature that describes the complexity of the needs of English language learners (ELLs) with Interruptions in their Formal Schooling (IFS) and the challenges educators face in attempting to meet the following three identified needs of their ELL with IFS students: academic, linguistic and social. The review of literature created a foundation for this chapter which will present a combined theoretical and conceptual framework that highlights the specific educational needs and pedagogical circumstances that are required in a successful school based initiative that is designed for ELLs with IFS. This chapter summarizes two frameworks that guide this study and help to create a theoretical and conceptual perspective for this research. The first framework is a theoretical model based on Thomas and Collier’s (1997) recommendations for language minority students’ educational programming, and the second framework is a conceptual, practical model created by Freeman and Freeman (2002) in their work with teachers of limited formal schooling students. This chapter will describe the key dimensions of Thomas and Collier’s (1997) theoretical framework and Freeman and Freeman’s (2002) conceptual framework, and identify how both frameworks will be fused and adapted to create a theoretical and conceptual lens that guided me during the study’s data collection and analysis stages.

Thomas and Collier’s Prism Model

Thomas and Collier (1997) conducted a longitudinal study that surveyed the student records of over 700,000 language minority students in five U.S. school systems between 1982 and 1996. The study’s objectives included determining what student, program and instructional variables have the greatest impact on the long-term academic achievement of ELLs (Thomas &
Collier, 1997). The researchers hoped their findings would provide schools with instructional recommendations for effective programming for their ELL students, and encourage policy makers to create school-based programs that supported the long term school success for language learners. Through their study, Thomas and Collier (1997) found that the majority of language learners achieved academic success in English when schools included the following three components to their educational plans: 1) Implementing cognitively-complex grade-level academic instruction that is in the student’s first language for part of the school day, followed by cognitively-complex grade level academic instruction in English (the student’s second language) for the rest of the day; 2) Using current approaches to teaching academic curriculum, i.e. cooperative learning strategies, teaching thematic units, etcetera, in the student’s first language and in English (the student’s second language); and 3) Creating a socioculturally supportive environment for learning in two languages. Furthermore, a theoretical framework which the authors termed, The Prism Model, emerged from the research. Thomas and Collier’s (1997) Prism Model, represented in Figure 1, consists of four components that the authors describe as “driving” language acquisition and academic learning in schools, they are: sociocultural, linguistic, academic and cognitive processes. A comprehensive educational plan for language learners requires each component, thus they are interdependent (Thomas & Collier, 1997).
Sociocultural processes.
The authors describe the sociocultural component as the heart of the model (Collier & Thomas, 2007; Thomas & Collier, 1997). This central, key component refers to all of the social and cultural processes that occur in the student’s everyday life and extend to their past, present, and future experiences, their home, school, community environments, and all broader societal interactions and experiences. This component includes individual student variables such as self-esteem, motivation, anxiety, and other affective factors (Thomas & Collier, 1997). Specific structural factors of the student’s educational experience such as whether the language learners are isolated from the broader student population, and societal factors such as the existence of racism and prejudice against certain groups can impact the student’s response to their educational environment, and influence whether they feel accepted and at ease in this environment.

A socioculturally supportive environment respects and values the rich life experiences that all students bring to the classroom (Collier & Thomas, 2007). In a socioculturally supportive environment the student’s bicultural experience is deemed an asset by teachers, and
teachers utilize this as a knowledge base to build on additional information and ideas (Collier & Thomas, 2007).

**Language development.**
The language development component of the model consists of the subconscious aspects of language development as well as the metalinguistic, formal aspects of teaching a language, such as phonology, vocabulary, morphology, syntax, semantics, pragmatics, discourse and paralinguistic features of a language (Collier & Thomas, 2007; Thomas & Collier, 1997). The authors insist that language development in the student’s first language should be developed to a high cognitive level in order for language development in the second language (in this case English) to be attained at a level comparable to their native-English speaking peers (Collier & Thomas, 2007). Through their research, the authors found the development of the student’s L1 to be an essential factor in their L2 development and overall educational attainment. According to Collier and Thomas (2007), their findings show that students who have the opportunity to do academic work through their L1 are in the long term more academically successful in their L2. When comparing different groups of students who came to the United States at various times and had different amounts of prior schooling years, those who had the opportunity to study in their L1 upon their arrival to a new educational environment were found to be more successful in their L2 academic environment (Collier & Thomas, 2007). Collier and Thomas’ (2007) study found that the more children developed their L1 academically and cognitively at an age-appropriate level, the more successful they would be in their academic achievement in L2 by the end of their school years. The study’s findings showed that a deep linguistic structure in L1 transfers to L2, just as literacy skills transfer from L1 to L2 and cognitive processes developed in L1 transfer to
L2 (Collier & Thomas, 2007). Thus L1 development is viewed as a fundamental factor in a comprehensive language learning program.

**Academic development.**
Some language learning classrooms postpone or interrupt academic development by solely focusing on developing language and wait to incorporate academic development until the student attains a certain threshold in the L2. Thomas and Collier (1997) recommend developing academic work through the student’s first language while teaching the second language during other periods of the school day through meaningful academic content. Academic development refers to all school work that includes language arts, mathematics, the sciences, and social studies for each grade level. Thomas and Collier (1997) explain that through academic work the student’s vocabulary and the sociolinguistic and discourse dimensions of the language are expanded to higher cognitive levels. Furthermore, academic development is necessary for the long-term success of the student who is at risk of losing time in on-grade level academic work in English to a level comparable to their native-English-speaking peers (Collier & Thomas, 2007). Since academic knowledge and conceptual development transfer from the L1 to the L2, learning and using the L1 in academic coursework is an important component of this model.

**Cognitive development.**
The final component of this model is cognitive development, which refers to the natural, subconscious process that occurs developmentally from birth, throughout schooling and beyond (Thomas & Collier, 1997). Cognitive development is the construction of thought processes such as remembering, problem solving, and decision-making. Generally an infant initially builds thought processes through interacting with loved ones in the home’s L1 (Thomas & Collier, 1997). Educators can utilize this knowledge base as an important foundation to build on as
cognitive development continues, and can further expand the student’s cognitive development processes to include the L2. Thomas and Collier (1997) cite research that has demonstrated that children who reach full cognitive development in two languages enjoy cognitive advantages over monolinguals.

The prism model for the ELL with IFS student.
Collier and Thomas (2007) acknowledge that interruptions in prior schooling and the inability to develop the L1 create significant challenges for both the learner and the educator. The creators of the Prism Model recognize that making up the material lost to interrupted formal schooling is a formidable and daunting task. Thus, they identify this model as even more essential for these learners to better support their long term academic success (Collier & Thomas, 2007). According to Collier and Thomas (2007), the ELL with IFS student requires an enrichment bilingual program with on-grade-level bilingual schooling in order to make the gains needed to close the gap in performance on tests in English and to ensure that cognitive and academic development continues and is not stalled when learning a language is the only school-based goal. A program that incorporates the components of the Prism Model will require educators to adapt the standard curriculum for these learners and encourage them to create meaningful, interactive lessons that are responsive to the student’s needs. A conceptual framework that builds on the components of The Prism Model will assist me in understanding how teachers can implement this model in an academic setting.

Freeman and Freeman’s Keys to Academic Success
Freeman and Freeman’s (2002) work with teachers of ELLs with IFS presents a continuing layer of strategies and components that build on the foundation created by Thomas and Collier’s (1997) Prism Model. In identifying a framework that encapsulates classroom
practices that support academic achievement and language acquisition in a curriculum developed for ELLs with IFS, I have chosen to incorporate Freeman and Freeman’s (2002) conceptual framework since it includes specific pedagogical strategies for teaching limited formal schooling students. Freeman and Freeman (2002) have identified four key components of an educational program for ELLs with IFS that they determine to be essential to the student’s long term academic achievement, language acquisition and overall feelings of belonging to the school environment. This framework is practically oriented and is modeled on research that took place in several settings in which ELLs with IFS made up the majority of the student population in the classroom.

Freeman and Freeman’s (2002) four key components or strategies in the classroom that teachers can utilize to help their ELL with IFS students succeed academically is termed, “the Four Keys to Academic Success”. The four keys are: 1) Engage Students in Challenging, Theme-Based Curriculum to Develop Academic Concepts; 2) Draw on Student’s Background: Their Experiences, Cultures and Languages; 3) Organize Collaborative Activities and Scaffold Instruction to Build Student’s Academic English Proficiency; and 4) Create Confident Students who Value School and Value Themselves as Learners. Figure 2, The Four Keys to Academic Success, is my representation of the four key components to Freeman and Freeman’s (2002) framework.
Figure 2: Four Keys to Academic Success

**Key 1: Engage students in challenging, theme-based curriculum to develop academic concepts.**

Freeman and Freeman (2002) explain that thematic instruction makes the school day more predictable; since many ELLs with IFS are unfamiliar with school routines and are unsure about the school’s culture, they may feel overwhelmed by teacher and classroom expectations. The predictability of thematic units and the maintenance of a regular routine by the teacher will allow the students to focus on learning the academic concepts instead of having to decipher what they are supposed to do. Freeman, Freeman and Mercuri (2003) encourage an interdisciplinary team teaching approach when incorporating thematic units so that a unified curriculum that includes the different academic subjects such as language arts, social studies, mathematics and science, emerges (Freeman, Freeman, & Mercuri, 2003). Since different areas of the curriculum can be interrelated and vocabulary is repeated naturally in different content areas, thematic units create opportunities for learners to utilize the knowledge and skills they learn in one subject to
another when the curriculum is organized around a theme (Freeman, Freeman & Mercuri, 2001). Freeman, Freeman and Mercuri (2003) cite research conducted by Garcia (1999) in which he found that when teachers organized curriculum around themes the ELL with IFS students became “experts” in thematic domains while learning the academic concepts. The feeling of having attained expertise in a school subject encouraged learning and the student’s overall feelings of accomplishment and success (Freeman, Freeman, & Mercuri, 2001; Freeman, Freeman & Mercuri, 2003).

Key 2: Draw on students’ backgrounds, experiences, cultures and languages. Freeman and Freeman (2002) illustrate the importance of learning about students’ pre-classroom life and learning experiences when referring to the classroom of Sandra Mercuri, a teacher in their study and a co-collaborator on their work. In Mercuri’s classroom, many of her students were children of Mexican migrant workers who had practical knowledge and understanding about agriculture. Mercuri introduced science lessons that focused on the students’ agricultural knowledge which helped activate their prior knowledge, and gave students English language skills in concepts and ideas that were already familiar to them in their L1 (Freeman & Freeman, 2002). By activating their students’ prior knowledge, teachers make the second language input comprehensible, and present learners with a foundation to build additional concepts and ideas. According to DeCapua and Marshall (2011), ELLs with IFS are more likely to engage in their educational environments when they can connect what they are learning with their prior knowledge or prior learning experiences. DeCapua and Marshall (2011) recommend that teachers learn more about their students, find out about students’ pragmatic knowledge and to bring in content that incorporates their life outside of school.
Freeman and Freeman’s (2002) strategy of incorporating student’s prior knowledge is supported by well cited and highly regarded language learning theorists such as Jim Cummins. According to Cummins (In press) we learn by integrating new input into our existing cognitive structures. Cummins (2001) refers to Chamot (1998) who explains the impact that prior knowledge has on the language learning student learning new information and skills, Chamot (1998) writes:

Nowhere is the role of prior knowledge more important than in second language educational contexts. Students who can access their prior knowledge through the language and culture most familiar to them can call on a rich array of schemata, whereas students who believe they can only use the knowledge they have explicitly learned in the second language are limited in their access. (p.197)

Cummins’ (2001) rationale for encouraging teachers to activate their students’ prior knowledge, or if the student has limited prior knowledge on a topic, to build the learner’s background knowledge, is that it makes the learning process more efficient and meaningful. The students may not immediately recognize what they know about a particular topic, therefore the teacher needs to activate the students’ prior knowledge to help facilitate learning and make the learner conscious that they are an active participant in their education (Cummins, 2001; Cummins, In press; and DeCapua and Marshall, 2011). Freeman and Freeman (2002) and Cummins (In press) recommend that teachers encourage students to use their L1 to help activate and extend their knowledge, particularly when students’ background knowledge is encoded in their L1.
Key 3: Organize collaborative activities and scaffold instruction to build students’ academic English proficiency.
Freeman and Freeman (2002) encourage teachers to provide challenging and cognitively demanding lessons to their ELL with IFS students, and to include supports for these learners so that the input is comprehensible. Scaffolding refers to using temporary supports such as visuals, demonstrations, dramatization activities, acting out meaning and explaining words and linguistic structures. The use of such supports will enable learners to carry out tasks and perform academically at a higher level than they would be capable of without these supports (Cummins, 2001). Activating students’ prior knowledge and building background knowledge is also an example of scaffolding that “…operates on students’ internal cognitive structures” (Cummins, In press, p. 16).

In addition to scaffolding instruction, both DeCapua and Marshall (2011) and Freeman, Freeman and Mercuri (2001) stress the importance of establishing a learning community that incorporates collaborative activities. By establishing a “learning community” for the students, the teacher creates a classroom in which the students are expected to be active rather than passive participants in their learning. The community created by teacher, Sandra Mercuri, is described as a cooperative learning community in which students work interdependently and collaboratively on various tasks (Freeman, Freeman & Mercuri, 2003). According to Freeman and Freeman (2002), Mercuri’s students frequently worked in heterogeneous groups so that the students with different talents, skills and abilities could share their knowledge, help others and have opportunities to extend their language when communicating with their peers.

Key 4: Create confident students who value school and value themselves as learners.
Freeman, Freeman and Mercuri (2003) describe school for the majority of ELLs with IFS as either a place where they have experienced consistent failure or as a new strange, lonely
world. Cummins (2001) asserts that there is a reciprocal relationship between cognitive engagement and identity investment, whereby students will learn more, become more academically engaged and develop their academic self-concept if they feel respected and valued in their educational environment. According to Cummins (2001), students are reluctant to invest their identities in the learning process if they feel their teachers do not like them, respect them, and appreciate their experiences and cultures. ELLs with IFS are not blank slates or empty vessels that enter Canadian classrooms needing to be filled. Darder (1991) implores teachers to abandon the banking notion of education, in which teachers perceive students as empty containers that need to be filled with pre-established bodies of knowledge, and instead to view students as equal participants in their educational experiences, and to recognize them as knowledgeable participants who together with their teachers will construct meaningful learning experiences. Freeman, Freeman and Mercuri (2003) encourage teachers to recognize all learners’ intellectual and personal talents, and explain that by doing so, the students’ cultural, linguistic and personal identities will be affirmed thus creating conditions for maximum identity investment in the learning process. DeCapua and Marshall (2011) emphasize that the most effective teachers are those who take responsibility for both the affective and academic domains in the classroom, and have a strong relationship with the students.

**Implementing the keys to academic success.**
Freeman and Freeman’s (2002) pedagogical framework is rooted in the underlying assumption that while equal and accessible education is a fundamental right of all learners in a democratic society, systemic barriers, i.e. the lack of appropriate resources and programming for ELLs with IFS, and teacher unpreparedness to meet the needs of ELLs with IFS, exist within the school system that create inequality and inaccessibility for some learners, and it is the
responsibility of all educators in the school to actively engage the learner in a responsive and meaningful education. This conceptual framework is chosen to support this study because its underlying principles and four specific dimensions exemplify a clear framework that can be used to evaluate whether the classrooms created for ELLs with IFS consider the unique circumstances and multifaceted needs of the learner.

A Framework for this Study: A Lens to View the Intensive Newcomer Support (INS) Classrooms
A combined theoretical and pedagogical plan that assists me in identifying whether the research sites for this study, i.e. the two classrooms for ELLs with IFS, incorporate a curriculum that is grounded in theory as well as in pedagogical strategies researched to be effective in other practitioners’ classrooms is the lens which I have chosen to view this study. Thomas and Collier’s (1997) Prism Model and Freeman and Freeman’s (2002) Keys for Academic Success identify specific elements that foster language learning, academic development and support the learner socio-emotionally. I created the framework used for this study, termed a “Lens to View the INS Classrooms”, which fuses the two frameworks.
The “Lens to View the INS Classroom” framework combines both Thomas and Collier’s (1997) and Freeman and Freeman’s (2002) frameworks and identifies aspects of the theoretical and conceptual properties of both frameworks as containing useful dimensions at the three different stages of investigating the two teachers’ classrooms, their individual pedagogical considerations, and the participants’ experiences in the two ELL with IFS classrooms. Thomas and Collier’s (1997) model is the fundamental base for the lens and is thus incorporated at the envisioned stage. The pedagogical strategies that Freeman and Freeman (2002) identify in their Keys for Academic Success will also inform this research, are deemed extensions of the four components of The Prism Model, and is used to view how the two teachers implement their pedagogical priorities at the enacted stage. The experienced stage incorporates both models with the participants’ needs and experiences being the focus at this point in the lens. The three stages, the envisioned, enacted and experienced, build on one another and influence each subsequent stage.
For this newly developed model, the envisioned stage of the framework is Thomas and Collier’s (1997) Prism Model, and captures aspects that the visionaries deem essential in creating an educational environment for ELLs with IFS. The envisioned stage includes both theoretical and conceptual aspects since this is the planning stage and comprises what would be ideal in a classroom for ELLs with IFS. The enacted stage reveals how the program is operationalized in its environment and thus focuses on specific pedagogical considerations including teaching strategies and creating a welcoming and affective environment. The enacted stage utilizes a conceptual or practical lens to identify the individual teacher’s classroom practice, and the reasons why the teacher utilizes specific teaching methodology to instruct ELLs with IFS. The experienced stage focuses on the participants’ feelings about and perceptions of the ELL with IFS classroom, explores how the different participants view the implemented classroom and whether the participants believe the ELL with IFS classroom meets the students’ various needs. This framework will be referred to in the data collection process, and during the data analysis period to evaluate whether the theoretical and conceptual components that have been identified as necessary in an educational environment for ELLs with IFS are incorporated at the three different stages, and if so, in what ways.
Chapter Summary
This chapter described “A Lens to view the INS Classroom”, the study’s theoretical and conceptual framework that guided me during the data collection and analysis stages of my research. The framework is a combined theoretical and conceptual perspective that fuses Thomas and Collier’s (1997) Prism Model with Freeman and Freeman’s (2002) Four Keys to Academic Success. The two frameworks incorporate aspects that are deemed essential in a language learning classroom, and include specific pedagogical strategies and language learning theories. I identified both frameworks as containing useful dimensions which I refer to when investigating the two INS classrooms during their creation stage, their implementation stage, and when focusing on the participants’ experiences as teachers, learners and others invested in creating and supporting the educational success of ELLs with IFS.
Chapter 4: Research Methodology

To better understand how Canadian teachers are attempting to support the academic, social and linguistic needs of English language learners (ELLs) with a history of interruptions in their formal schooling (IFS), this research study utilizes a comparative case study plan to document and compare the design, implementation and outcomes of two Intensive Newcomer Support (INS) classrooms in two different school divisions in Manitoba that were created specifically for ELLs with IFS. This chapter explains the research design chosen for this study, the process of recruiting participants, the stages of negotiating access to the research sites, the data collection methods, the data analysis process, the ethical concerns, the validity issues and the limitations and scope of this study.

Qualitative Case Study Approach

According to Stake (1995), case studies are the preferred method of research when “how” or “why” questions are asked. The three main research questions for this study consider how the two classrooms created specifically for ELLs with IFS were conceptualized, how they are enacted in their educational contexts, and examines what the teachers, students and students’ families’ experiences are in the two classrooms that are studied. The three main research questions are:

1) How did the visionaries of the two ELL with IFS classrooms conceptualize the two educational environments that were studied?

2) How did the school administrators and teachers in two different Manitoba school divisions enact their classrooms for ELLs with IFS?

3) What are the participants’ experiences?
The benefit of using a qualitative case study approach for this study is that it allows me, as the researcher, to examine the various dimensions of this research situation since research in a case study involves an in-depth description of the factors affecting the participants and how they function, including educational philosophies, historical influences, pedagogical practices, government mandated priorities, as well as ingrained attitudes and motives (Stake, 1995). The methodological orientation of this study incorporates the four characteristics identified by Merriam (1988) as essential properties of a qualitative case study: particularistic, descriptive, heuristic and inductive. This study is particularistic as it focuses on a specific situation and kind of classroom, i.e. the ELL with IFS classroom. It is descriptive as I aim to contextualize the classrooms in the two Manitoba school divisions, and to capture the phases of creation, implementation and the experiences of the participants in these two ELL with IFS classrooms. It is heuristic as it aims to discover the intricacies of each ELL with IFS classroom, and the teaching methodology that is used in each classroom, rather than confirming previous findings. It is inductive as the exploratory nature of the study encourages an initial broad observation of the two specific situations that are being studied and encourages the researcher to understand the situation without drawing immediate conclusions or having expectations that the teachers will implement or utilize specific pedagogical strategies when teaching ELLs with IFS or create specific learning environments. Furthermore, a case study is the most appropriate research design for my study since the focus of my investigation is a “bounded system”, which is defined as a specific event, classroom, person, process, institution, or social group (Merriam, 1988), i.e. the bounded system I examine are two Intensive Newcomer Support (INS)
classrooms\textsuperscript{5} in Manitoba, and specifically the dimensions of the INS classrooms in two separate Manitoba school divisions.

**Comparative Component**

This research has a comparative component. The study focuses on two distinct cases which are two separate classrooms designed specifically for ELLs with IFS in two different school divisions in Manitoba. Currently, there is no specific teaching model, learning model or classroom context in Manitoba that is deemed to be most appropriate for teaching ELLs with IFS, and therefore, a variety of educational contexts exist with no standards in place regarding teacher credentials for working with ELLs with IFS, teaching methodology specific to educating these learners, or curriculum resources specific for the ELL with IFS classroom. The lack of consistency in the education of ELLs with IFS presumes that each ELL with IFS classroom is unique, thus a study that investigates more than one classroom can shed light on the commonalities as well as the differences that exist in the two classrooms, and the reasons why these commonalities and differences occur.

Although each school division in Manitoba is legally mandated to follow provincial curriculum guidelines, decisions made regarding the implementation and delivery of the curriculum are unique to each division, and each division defines its educational priorities, and makes decisions based on their specific context. Furthermore, individual teachers choose to utilize different pedagogical strategies and educational resources within their

\textsuperscript{5} Manitoba school divisions refer to the classrooms created for English language learners with interruptions in their formal schooling as Intensive Newcomer Support (INS) classrooms. Although some schools refer to their ELL with IFS classroom as the INS class, other choose different terminology such as Literacy Transition Centres, Transition classrooms, and Reception Centers. The terms ELL with IFS classroom and INS classroom will be used interchangeably throughout this thesis.
classrooms and while teachers may be responsible for their individual classrooms, they are also impacted by their individual school contexts, including the supports available to them within their school, and their administrators’ decisions which impact their classroom contexts. Each case in this study is treated as a comprehensive case in and of itself and the contextual variables that impact each case are initially identified as unique and specific to the case being described (Merriam, 1989). The contextual variables in both cases include, but are not limited to: the student population, the physical geographic location of the school, the availability of community support services within the school, the various teaching practices, a teacher’s feelings of preparedness to teach ELLs with IFS, and the level and structure of available administrative support. Including more than one case in this study, i.e. two classrooms, allows me to generalize beyond a particular case, and to speculate which factors and circumstances can transfer to other educational situations that serve ELLs with IFS (Yin, 1989).

Once each case is described as a single entity, a cross case analysis takes place in which the two cases are compared to one another in order to identify the two classrooms’ similarities and differences, and to determine whether the similarities and differences between the two cases lead to emerging patterns in the context of creating, implementing and experiencing an educational program for ELLs with IFS. The comparative component of this study highlights how the similarities and the differences between the two Winnipeg classrooms influence the implementation of the learning environment, and impact the teachers, students, and the students’ families experiences. By including more than one
case in this study, I gain a greater understanding of the complexities of teaching ELLs with IFS and the factors that impact learning in an ELL with IFS classroom.

**Recruiting Participants and Negotiating Access**

Once ethics approval was received from the University of Toronto in February 2008, the initial recruitment of participants for this study began. In order to learn more about Manitoba’s educational initiatives for ELLs with IFS, I contacted two consultants from the government of Manitoba’s Department of Education, Citizenship and Youth, which will now be referred to as the Ministry of Education, who were knowledgeable about each school division’s English language learning programs. According to the consultants, four of the six school divisions in Winnipeg, Manitoba had specific educational programs for students with interrupted formal schooling. The other school divisions in Manitoba were either working towards establishing programs for their ELL with IFS population or serving these learners in their regular English as an Additional Language (EAL) programs (Ministry consultant, Personal Communication, June 8, 2007). Of the four schools divisions in Winnipeg that have established specific program models for their ELL with IFS population, one division’s program was at the earliest stages of development at the time of recruitment and in comparison to the other three divisions, was not yet formally established and still enacting key aspects of its program. Thus, I decided to submit ethical review applications to the three school divisions which had a formal educational plan for ELLs with IFS implemented and established. In May 2008, two of the three school divisions which I had contacted approved my request to conduct data collection in their schools. The two school divisions which agreed to participate in this
study are Central School Division and East School Division (a more detailed description of the two school divisions is in the next chapter). Central School Division has four schools with a classroom designed specifically for their ELL with IFS population, while East School Division has one school with a classroom for their ELL with IFS population. In informal conversations with the Ministry of Education consultants, I learned more about each school’s ELL with IFS classroom and decided to contact Michel LeClerc, the principal of City Collegiate, a high school in Central School Division and Grace Maury, the principal of Park Collegiate, a high school in East School Division.

**Recruiting participants and negotiating access to City Collegiate.**
City Collegiate has the longest running English as an Additional Language (EAL) program in Manitoba, and established a classroom for their ELL with IFS learners in September 2006. Principal Michel LeClerc responded to my initial request to conduct research in his school by explaining his concern that my study would require his students to divulge intimately personal information that would be an invasion of their privacy and expose them to stress. In an email Principal LeClerc wrote the following response to my request to conduct research at his school:

Hello Ranya,

As you mentioned in your first message, our school’s diversity is certainly one which is well-known and is thus attractive for research purposes. The concern that we have at this time is that our student population has been the subject of some research over the past two years. The students have expressed to their teachers that they feel, sometimes, that they suffer from the “lab-jar” syndrome (our term) in that they are poked and prodded, as it were, with questions that are sometimes too personal. Given that their first objective is to

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6 The names of school divisions, schools, and all people interviewed or observed for this study have been given a pseudonym.
be “normalized”, that they wish to be considered as normal, every-day, average people just like everybody else, we want to protect them from the possible lab-rat syndromes that often accompany some studies. As a result, they too often feel that they are oddities in the one environment (the school) in which they feel “normal”, like everybody else in the school. I am reluctant to expose them to further study at this time. The staff and administration are certainly willing to offer opinion and data for your research. On that basis, I would welcome you to arrange a meeting with me and our teachers if you feel that this would assist you in your research...I trust that you understand that we are very proud of our students but that we also feel quite protective of them (M. LeClerc, Email Communication May 8, 2008).

Principal LeClerc’s response reminded me of the privileged role the researcher has when entering into a research site and the care required when engaging in research that has the potential to have an emotional and psychological impact on individuals who have experienced trauma, such as the students who are in this study. I informed Principal LeClerc that my role as a researcher includes my commitment to preserving the dignity of my participants, and taking their welfare into account throughout the research process. I reassured him that I would not take advantage of my role as a researcher to exploit the students and to avoid stigmatizing these students I would not focus my writing on the salacious details of their remarkable life histories. I explained to Principal LeClerc that instead of solely concentrating on the students’ journeys from their home countries to the ELL with IFS classroom, this study sought to understand the processes and experiences in educating these learners and thus the teacher in the classroom would be the primary focus and would be consulted about questions related to their students’ past and current experiences of trauma. Principal LeClerc approved my request to contact his teaching
staff, and welcomed me into his school on the condition that his teachers approved my research study and agreed to participate.

Soon after I received Principal LeClerc’s approval, I contacted Maria Diaz, the classroom teacher for the ELL with IFS students. Maria agreed to participate in my research study and in accepting her role as a participant, Maria said, “I’ll do it if it’ll help these kids” (M. Diaz, Personal Communication, June 6, 2008). During the period of negotiating access to Maria’s classroom, I suggested that I could volunteer in classroom activities or could assist in the classroom, however, Maria declined my participation in her classroom and said she would prefer my observations to be as unobtrusive as possible and for me to quietly observe without interacting with the students or with her during class time.

Through Principal LeClerc and Maria’s referrals I was able to learn more about additional teachers within City Collegiate who could assist this study, including the EAL Department Head, the African students’ cultural support worker, and a teacher who created an after-school program for ELLs. These three individuals were contacted and agreed to participate in interviews. The students in Maria’s class were also approached to participate in focus group interviews, and nine of the ten students in her class were interviewed for this study. The students’ parents were contacted, and within this group of students, two parents agreed to participate in interviews.

**Recruiting participants and negotiating access to Park Collegiate.**

Park Collegiate hosts the ELL with IFS classroom in East School Division. I contacted Principal Grace Maury to request her permission to conduct research in her
school and to allow me to contact Jane Fields, the ELL with IFS classroom teacher. 

Principal Maury granted me permission to conduct research in the school on the condition that Jane would agree to participate. I contacted Jane to request her participation in this study, and was initially met with hesitancy as she felt my study would create additional work for her and be burdensome. I am including the email exchange between Jane and I to present the intricacies of negotiating access to Jane’s classroom, see Figure 4: Email correspondence between Jane Fields and myself.

According to Burgess (1991) access into the research site is negotiated and renegotiated throughout the research process and access into the field setting is based on the relationship that is established between the researcher and the researched. Thus, it was essential for me to establish myself as trustworthy with transparent motives at the very beginning of this study. Once I was able to establish a relationship with Jane and explain to her my intentions in conducting this study, I was able to gain access to her classroom.

Figure 4: Email correspondence between Jane Fields and myself

Dear Ranya,

I'm very sorry for being so tardy at making a decision about committing to your project. As Ms. Maury shared, my concerns stem from worrying about adding more to an already full plate. Working with the INS (Intensive Newcomer Support) classes is just one aspect of my teaching responsibilities. As you would also well know, there are many other responsibilities pertaining to the maintenance and running of our EAL department which need to be met. Saying that, the INS classes are especially demanding...

I realize that your project stems from the fact that you're a doctoral candidate. Prior to Friday, I'd like you to share with me a little more about your dreams for this project. Please share in as much detail as you can how you envision your project and the ultimate findings creating opportunities which could lay a foundation in some way to make life better for immigrants in general who come with interruptions to their educational background.

Sincerely,

Jane (email correspondence June 4, 2008)
Dear Jane,

Thank you for your reply to my email, and for asking me to share with you my interest and reasons for designing a study that focuses on the education of learners with interrupted schooling...In order to explain to you what I hope to accomplish for my research program, I believe it would be helpful for me to share with you a little bit about who I am and what motivates me to work on a research study related to programming for EALs who have experienced interruptions in their education.

My early life experiences growing up as a child of immigrants in Winnipeg influenced my decision to become an English-as-a-Second-Language teacher...To the outside observer, my parents may appear to have been “model immigrants”... They were able to integrate without any obvious difficulty into their professional communities. However, their overall adjustment to Canada was not without challenges, and as a result, adjustment for my siblings and I into our Canadian home was at times a challenge ...While my siblings and I were able to excel academically, we were and continue to be identified as hyphenated Canadians – Pakistani in Canada, and Canadian in Pakistan...As an adolescent this created a precarious situation, with my parents wanting to hold on to the memories of their former home, and me wanting to reject my Pakistani heritage so that I could fully belong as a Canadian. As an adult, I have come to value my trans-national identity, and appreciate my ability to navigate with ease in both of my cultures. Through my personal life experiences, as well as my experiences as an educator, who has spent almost all of my professional life working with immigrants and refugees, I recognize that the strong desire to belong to the culture in which you live is shared amongst all newcomers, yet is not easily attainable for all newcomers...My role as an ESL teacher...extends beyond meeting the students’ linguistic and content needs, and includes supporting their socialization and adaptation to Canada, and to the Canadian education system...Through my experiences in working with students who have a history of interruptions in their formal schooling, I recognize that the needs of this population extend beyond what the majority of English language learning school programs currently provide. At times I have felt overwhelmed and ill-prepared to fully meet the needs of my students who have a history of interruptions in their schooling, and in speaking with colleagues who work in EAL, they too have found teaching these learners to be particularly challenging, and have felt frustrated that they were not always able to provide these learners with as comprehensive an educational program as they would have liked.

I realize that my experiences as a child of immigrants and as an ESL teacher are not unique, and my experiences are the experiences of many others. However, they have greatly affected me, shaped my identity and motivated me to work as an advocate on behalf of newcomers who struggle with accessing opportunities and services in order to successfully live and work in Canada, as well as for those individuals who are responsible for the education of these learners...I consider my research program and the work that will
result from my study to be an opportunity for me to learn about what other educators are doing to respond to the needs of these learners and as an opportunity to share this information with others. It’s my hope that by learning about the work that teachers such as you are doing, I will have the opportunity to share with other educators what program designs and pedagogical strategies are best suited for instructing newcomers who may lack literacy in their first language, and have no prior educational opportunities... I sincerely hope that my work will provide these individuals with a platform in which they can express how we as a society can better respond to their needs, and learn about what changes or amendments are needed in order to ensure that they have opportunities to attain social, economic, academic and professional success. I also want to make sure that my work does not contribute to the “othering” of immigrants and refugees, or contribute to the isolation of students who have experienced trauma... My belief is that an educational system that is equitable and just will be a great equalizer in our society. My ultimate dream is to help create such a system, so that no matter what the linguistic, cultural, social, and economic background is of the individual, they will have the opportunity to succeed. I feel that my research work is one step closer to helping me achieve this dream.

Sincerely,

Ranya (email correspondence, June 5, 2008)

Hi Ranya,

I sincerely appreciate you taking the time to share with such detail your reasons and hopes for your research! I think we both share a passion for what we do, and recognize the fact that there are a great many students who are especially in need of advocates who will work for and with them as well as speak on their behalf. I must say I’m pleased with your thoughts on what you truly hope can stem from your plans and, as a result, I’ll agree to participate in your study...

Jane (email correspondence, June 6, 2008)

Jane and I met before my observations in her classroom began to discuss whether or not I would have a participatory role in her classroom. After having learned that I have a background in science teaching, Jane and I decided that I would contribute to science lessons and participate in classroom activities when she felt I could support the students’ learning or the lesson. Jane also referred me to additional contacts within East School Division who I contacted for interviews including the division’s newly hired settlement worker, and a classroom teacher who organized extracurricular activities for the school’s
ELL students. These two individuals agreed to interviews. The students in Jane’s class were also approached to participate in focus group interviews, and six of the nine students in her class were interviewed for this study. The students’ parents were contacted, and within this group of students, four parents agreed to participate in interviews.

The process of negotiating access to both Jane and Maria’s classrooms provided me with an opportunity to establish a relationship with these participants, to clarify the details of my study including my location as the researcher and to define my role in their environment.

**Data Collection Methods**

Multiple sources of data have been collected through interviews, classroom observations, and analysis of relevant documents including divisional proposals, teacher created lesson plans, and student work (see Table 1: Data Generation Table). Methods of data collection in the two school divisions included the following: 1) one-on-one interviews with principals, teachers, EAL consultants, Ministry representatives, School settlement workers, and students’ parents; 2) focus group interviews with students who are enrolled in the ELL programs; 3) observation of the classroom programs, and interactions on school property; and 4) document analysis of curriculum materials, government and school division policies and INS grant proposals submitted by the divisions being studied.
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<thead>
<tr>
<th>Question</th>
<th>Source/Participants</th>
<th>Method</th>
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<tbody>
<tr>
<td>1. How were the INS classrooms conceptualized?</td>
<td>Ministry Consultants: Jim Maia and Debbie Keys (ALL)</td>
<td>Interview</td>
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<td></td>
<td>School Division Consultants: Adele Kozlow (ALL, CSD), John Steele (ALL, ESD), Miranda Koss (ALL), Earl Singh (ALL)</td>
<td>Interview</td>
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<td></td>
<td>Jane Fields (ALL, ESD)</td>
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<td></td>
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<td>Document Analysis</td>
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<td>East School Division INS Grant Proposal (ESD)</td>
<td>Document Analysis</td>
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<td>East School Division INS Grant Proposal Renewal (ESD)</td>
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<td>The EAL and LAL Curriculum (ALL)</td>
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<td>Building Hope Document (ALL)</td>
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<td></td>
<td>Guidelines for the INS Grant (ALL)</td>
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</tr>
<tr>
<td>2. How were the INS classrooms implemented, i.e., pedagogical strategies, administrative input, classroom supports, and school supports?</td>
<td>Maria Diaz (City College)</td>
<td>Interview x 5</td>
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<tr>
<td></td>
<td>Maria Diaz’s classroom (City College)</td>
<td>Observation x 20</td>
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<td></td>
<td>Maria Diaz’s lessons plans, curriculum resources (City College)</td>
<td>Document Analysis</td>
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<td></td>
<td>Brata Kowalski (City College)</td>
<td>Interview</td>
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<td></td>
<td>Michel LeClerc (City College)</td>
<td>Interview</td>
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<td></td>
<td>Adele Kozlow (City College)</td>
<td>Interview</td>
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<td></td>
<td>Jackie Woods (City College)</td>
<td>Interview</td>
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<td></td>
<td>Estelle Kayeboe (City College)</td>
<td>Interview</td>
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<td></td>
<td>Jane Fields (Park College)</td>
<td>Interview x 5</td>
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<td></td>
<td>Jane Fields’ classroom (Park College)</td>
<td>Observation x 22</td>
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<tr>
<td></td>
<td>Jane Fields’ lessons plans, curriculum resources (Park College)</td>
<td>Document Analysis</td>
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<td></td>
<td>Grace Minery (Park College)</td>
<td>Interview</td>
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<td>John Steele (ESD)</td>
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<td></td>
<td>Marianne Suzuki</td>
<td>Interview</td>
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<tr>
<td>3. What are the participants’ experiences in the ELL with INS classroom?</td>
<td>City College Students</td>
<td>Interview x 3 Focus Groups</td>
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<td>City College Students</td>
<td>Observation x 20</td>
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<td>Park College Students</td>
<td>Interview x 2 Focus Groups</td>
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<td>Park College Students</td>
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<td></td>
<td>Maria Diaz (City College)</td>
<td>Interview x 3</td>
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<td>Brata Kowalski (City College)</td>
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<td>Michel LeClerc (City College)</td>
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<td>Jane Fields (Park College)</td>
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<td>Jane Fields (Park College)</td>
<td>Observation x 22</td>
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<td></td>
<td>City College Parents</td>
<td>Interview x 2</td>
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<td></td>
<td>Park College Parents</td>
<td>Interview x 3</td>
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<td></td>
<td>Greta Lee (ALL)</td>
<td>Interview</td>
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Note: ALL = All Winnepeg School Divisions, CSD = Central School Division, ESD = East School Division
Participants

Ministry representatives and English as an additional language consultants. Individual interviews with Ministry of Education representatives who were directly involved in the coordination and implementation of programs for English language learners were conducted. The Ministry of Education representatives provided the necessary background and historical information of ELL programming in Manitoba and provided me with a broad perspective of ELL programming in Manitoba. The Ministry of Education representatives are responsible for helping to create and communicate the province’s educational objectives to school divisions, and their direct contributions include province-wide research on ELL, the dissemination and review of the INS grant proposals, and consulting with and supporting school divisions, individual schools and teachers on their ELL programming. I met with two consultants from the Ministry of Education and conducted one-on-one interviews with each individual; each interview was approximately 2 hours long, and a semi-structured interview format was used (see Appendix A for the interview questions for the Ministry representatives). Ministry documents were also reviewed and discussed with the Ministry representatives, specifically, the following three documents were relevant to this study:


I also conducted individual interviews with the English as an Additional Language (EAL) Consultant in each of the four school divisions which had a formal INS classroom within their divisions (see Appendix B for the interview questions for the EAL consultants). The EAL consultants provided general information about provincial initiatives regarding EAL education, informed me about their division’s ELL with IFS classrooms, and commented on their INS proposals and any provincial EAL programs and projects in which they were involved. The four EAL consultants were also able to provide a historical context of EAL programming, and information regarding the implementation of classrooms and educational initiatives that were designed specifically for ELLs with IFS in Manitoba. Although each division is unique, each consultant was able to share their perspective on the needs of ELLs with IFS, the challenges teachers and schools face in meeting students’ needs, and specific ways their division was attempting to meet these needs. The EAL consultant from Central School Division and East School Division were also asked to provide their division’s INS grant proposals. The grant proposals provided me with additional insight into the creation of each classroom, and how similar the conceptualization of the classroom was with the actual enactment of the classroom. The EAL consultant from East School Division provided me with the initial proposal as well as the renewal grant proposal application. The EAL consultant from Central School Division provided me with an article which she co-wrote with a director in her division. The article provides a general overview of Central School Division’s INS classrooms. Despite additional requests to Central School Division, additional documentation was not provided.
To compensate for this, Central School Division’s EAL consultant was asked to describe in detail the creation of the INS grant proposal.

**School administrators.**
The two school principals, Michel LeClerc and Grace Maury were individually interviewed to learn about their perspectives regarding the integration of ELLs with IFS in their respective schools. As well, they were able to provide information regarding school demographics, the neighbourhood community, and information regarding resources and services which they utilized to support the integration of the ELL with IFS students in their schools. Through these interviews I learned about their views regarding what supports, programs and policies they felt needed to be implemented to ensure that ELLs with IFS attain educational success. The interviews with the two principals uncovered key information about the initial enactment of their school’s INS classrooms, school division policies regarding EAL, and divisional directives that influence how the classroom is experienced by the teacher, students and students’ families (see Appendix C for the school administrator interview questions).

**Intensive newcomer support program classroom teachers.**
The two teacher-participants for this study, Maria Diaz and Jane Fields, were individually interviewed on three separate occasions using a semi-structured interview format (see Appendix D). The first interview took place before classroom observations began, and before I met the students. This initial interview lasted for approximately 75 minutes and at this time I asked the teacher-participants about their educational and professional history, including their journey to become the classroom teacher for ELLs
with IFS. I was also able to learn about each teacher’s educational philosophy and about the structure of their INS classrooms. Classroom observations of the teacher-participants began the day after the first interview. The observations allowed me to gain an understanding of the teacher’s pedagogical strategies, and to observe first hand their interactions with their students. The observations were recorded in a fieldwork journal and utilized as a means to help me observe the classroom situation, the relationship between the teacher and her students, the relationship between students, and the educational environment that is created for ELLs with IFS (see Appendix E for the classroom observation guideline). The minimum number of observations in each school was ten; however, in City Collegiate 20 observations took place and in Park Collegiate a total of 22 observations were conducted.

The second interview took place after the fourth observation session, and the third interview took place once all observations were complete. The second and third interviews included questions about the teachers’ specific pedagogical strategies and techniques that were observed in the classroom, and about the teacher-participants’ insights regarding the specific needs of their students, and their views regarding how school programming and policy responds to the needs of these learners. The interviews allowed me to confirm and verify that I had understood their responses to my questions and to probe the teachers for more detailed explanations on what I had observed in their classrooms. The teachers were my main source of information regarding whether any of the students had experienced trauma prior to coming to their classroom or if they knew of any psycho-social related challenges that the students experienced, in what way trauma impacted the students’
learning and if they relied on any specific educational techniques or resources to support learners who were impacted by trauma.

The materials used by the teachers were also reviewed. A small sample of lesson plans, curriculum materials, homework assignments, projects, handouts and textbooks were reviewed. These documents were analyzed to determine whether the teachers made any content or language adjustments, if the materials were teacher-made, and if the materials incorporated any of the language learning strategies that were recognized by Freeman and Freeman (2002) as effective in developing the academic and linguistic proficiency of ELLs with IFS (for a review of the four keys to academic success defined by Freeman and Freeman (2002), see Chapter 3: The Theoretical and Conceptual Framework).

Students.
The student-participants in this study were interviewed in focus groups using a semi-structured interview guide (see Appendix F), and were asked to describe their educational experiences in Canada as ELLs with IFS. Prior to the interviews, I surveyed the students to find out what their L1s were and if they required an interpreter for an interview. I made contacts with interpreters in the students’ L1s and once the interviews were scheduled I informed the students that an interpreter in their L1 could join us if they preferred to use their L1 in the interview. In City Collegiate, I interviewed two groups of students; each group consisted of four students. For one of the student groups an interpreter who spoke Tigrigna, a language in Eritrea and Ethiopia, participated in the interview. The students who requested an interpreter felt that they were more proficient in
Tigrigna than in English and preferred using their L1 in discussing matters that required language that went beyond basic social pleasantries. In Park Collegiate I conducted two focus group interviews, one interview included two students and the other interview included four students. The student interviews enabled me to uncover the student perceptions and views about the education they were receiving in their schools. I asked the students to reflect on the instructional strategies the teachers used, the overall classroom and school environment, and to comment on how they felt in their educational environments. The students were encouraged to speak openly and honestly and to be critical about their learning and educational environments. They were asked to reflect on what their future aspirations were and how they felt their school and teacher could assist them in meeting their goals. I also conducted observations of the students while they were at school. The formal classroom observations and the informal observations, which included observing their interactions with peers and teachers in between class, as they travelled in the hallways and in different locales on school grounds, afforded me with insight into their participation in the school environment.

**Parents and legal guardians.**

I requested interviews with all of the parents and/or legal guardians of the students in this study. In City Collegiate, I individually interviewed two parents; one parent had two daughters in the ELL with IFS classroom and the other parent had a son in the classroom. In Park Collegiate, I individually interviewed four parents; a father and mother who had a male child in the classroom were interviewed, as were a father of a female student and a mother of a female student. The majority of the parents and legal guardians
who were contacted expressed wanting to participate in the interviews but felt that their shift work schedules combined with their family responsibilities made it difficult to sit for either an in-person or phone interview.

The parent-participants were asked questions related to their perspectives concerning their child’s education, as well as the current and future academic and professional expectations which they have for their children (see Appendix G for the parent interview questions). The perspectives of the parent-participants provided additional insight into the academic and social experiences of their children, and provided information about whether or not the students’ families had any concerns related to the social and cultural integration of their child in a culture that may be significantly different than their home culture. According to Phelan, Davidson and Cao, (1991) newcomer immigrant and refugee student’s enculturation, adjustment and adaptation are deemed easier when they experience smooth transitions between their home and school lives. Phelan et al. (1991) explain that a student’s competence in moving between their home and school cultures has a powerful impact on the overall quality of their lives, including their academic success in school, the likelihood of whether they will pursue post-secondary studies, their sense of self-worth, and their levels of confidence. Additionally, parental involvement in their child’s education is increasingly referred to as an essential component of successful schooling for children. Research suggests that when parents, or families, are involved in a child’s schooling, the child’s academic achievement improves, absenteeism is reduced, teacher efficacy improves, and children are more confident and better behaved (Lawson, 2003; Fine, 1993). When schools successfully involve their students’ families
in the schooling process, a link between the home and the school is developed. This link is deemed essential to the growth and development of children, and enables schools to work with families and communities toward a shared goal on behalf of learners (Henderson and Mapp, 2002).

The parent-participants were helpful in providing a context of their child’s journey to the INS classroom, and of any additional supports or resources which they found to be essential in their child’s adjustment. The parent-participants were honest and critical about the school’s role in supporting their children and articulated their concerns about their children’s futures.

**Settlement workers in schools, school social workers and additional participants.**

Individuals who have contact with ELLs with IFS and are involved in the reception, facilitation of information and support of ELLs with IFS were interviewed for this study. The perspectives of these individuals provided considerable insight into the experiences of this student population, about the overall administrative structure of each school’s INS classroom, and about support services available to all Manitoba refugees including housing and employment services. Settlement Workers in Schools are hired by different school divisions to assist newcomer immigrant and refugee families in the settlement process as well as work with educators, students and families to resolve conflicts, to mediate between both parties and to ensure that cultural, religious, linguistic and academic information is conveyed to newcomer families as well as to the teachers who instruct the newcomer students.
At the time of this study, the Principal at City Collegiate had recently appointed an African cultural support worker who was a liaison between the students’ families and the school, and provided language and cultural support to teachers working with students from various African countries. The EAL department head of City Collegiate was also interviewed to learn more about the implementation of the school’s INS classroom, to shed light on the overall organization of the classroom and to seek her perspective on the educational, linguistic and social needs of the ELL with IFS students. Additionally a teacher at City Collegiate who began an after-school program for EAL students was interviewed for this study and provided insight into the school’s initiatives to create a community for these learners.

The school settlement worker for Park Collegiate was interviewed to learn about the organizational structure of the school’s INS classroom, about her perspectives regarding the educational, linguistic and emotional needs of the school’s ELL with IFS students, and about her views regarding the school’s initiatives to support the ELL with IFS students. I also interviewed a teacher at Park Collegiate, who was instrumental in creating extracurricular activities for the EAL students, to learn more about the school’s community building initiatives and how the students’ participation in various extracurricular activities affected the students.

Additional participants who were interviewed included the director of an adult learning center in East School Division who was involved in the proposal of the school’s INS classroom, a director of a university program that focused on the needs of war affected refugees, and two representatives from provincially funded settlement agencies. These
individuals provided insight into the province’s response to meeting the needs of ELLs with IFS, and described the socio-economic factors that propelled some war-affected refugees into criminal activity and gang involvement. The director of the adult learning center and the university program director described the impact of trauma on learning, and how schools could better meet the needs of ELLs with IFS. All of these individuals were asked the same set of questions (see Appendix H). Since the questions were in a semi-structured format, I was able to expand on their responses with additional questioning and ask specific questions that were relevant to their professional positions.
Data Analysis

Data analysis began during the data collection process. I engaged in what Parlett and Hamilton describe as “progressing focus”. According to Parlett and Hamilton (1976), analyzing qualitative data begins with the researcher taking a wide angle lens to gather data, and then by sifting, sorting, and reviewing the data, salient features of the situation emerge. The first stage of sorting the data involved organizing the information attained into the three main questions of the study, i.e. data was sorted in the following three main sections.

Section 1) (a) history of ELL programming in Manitoba; (b): the creation of the INS classroom in Central School Division; (c): the creation of the INS classroom in East School Division

Section 2) (a) the enactment of the INS classroom in Central School Division; (b) the enactment of the INS classroom in East School Division

Section 3) (a) Central School Division’s participants’ experiences; (b) East School Division’s participants’ experiences.

Emerging features from these three separate sections and sub-sections were then used as the agenda for subsequent focusing. To guide the data analysis process a set of themes and categories based on the literature and theoretical and conceptual framework were used to provide a focus for the ideas and concepts generated from the data. Thus within each section and sub-section, the data was divided and colour coded with each code representing an aspect of the theoretical and conceptual framework. I initially kept all the interview files, observation notes, and field notes in word documents, and colour coded them by highlighting them in different colours. The information in each section was
colour coded and grouped into one of the four theoretical framework components: 1) L1 and L2 language development; 2) L1 and L2 cognitive development; 3) L1 and L2 academic development; and 4) sociocultural support.

This information was then transferred to Microsoft Excel spreadsheets, where the information was read over to identify the emerging themes and ideas within each component. The two cases were compared simultaneously and over time to each other to identify their differences, similarities, and the impact of these differences and similarities. During the data analysis stage, I searched for regularities and patterns to identify if there were ideas, concepts, behaviours or situations that happened frequently or impacted many people, or if they were unique circumstances that could be attributed to divisional mandates, administrational programming, teacher pedagogy, student variables, physical location or issues that were specific to the environment of the school. As well, the data was analyzed to match the responses given in interviews to observed classroom behaviour.

The four phases of my data analysis process were: 1) coding the data into the three main sections; 2) dividing each section into one of the four components of the theoretical and conceptual framework; 3) identifying emerging themes and ideas within each component section; and 4) understanding the common patterns, their interrelations, comparing the cases, and connecting it to the broader literature.

**Ethical Concerns**

Ethics protocol as directed by the University of Toronto and the two school divisions involved was followed throughout this study. To protect the privacy and confidentiality of the participants, I have assigned pseudonyms to all participants, the
school sites and the school divisions. All participants were asked to review their interview transcripts and permitted to make changes to their transcript and to request that I refrain from referring to information which they regretted discussing during our interview.

Some of the student and parent participants experienced severe trauma as a result of their experiences in wars, and in refugee camps, and it was not my intention to make the participants uncomfortable or to cause them distress. Therefore, to avoid the possibility of re-traumatizing by having participants re-tell stressful and difficult experiences, I did not ask the participants to describe any painful memories or reflect on past trauma. To ensure that the language used in the interview was not offensive or insensitive and did not result in the participants being made to feel uncomfortable, all interview questions were reviewed by a social worker who is experienced in working with war-affected refugees.

**Internal Validity Issues**

To ensure that the research findings are of high quality and fully capture the reality of this context, I included the following three strategies that Merriam (1998) suggests to use in order to ensure internal validity: 1) triangulation, 2) member checks, and 3) clarifying the researcher’s biases.

Triangulation of multiple sources of data assisted me in examining how Canadian teachers and administrators receive, respond to and support the ELL with IFS students’ needs, and how school programming and policies impact the students’ educational experiences and the teachers’ pedagogical strategies. To achieve triangulation, interviews were conducted with school administrators, teachers, students, parents/legal guardians, English as an Additional Language (EAL) consultants, school settlement workers, Ministry
of Education, Citizenship and Youth consultants, provincial settlement workers and
directors of programs that focus on the needs of war-affected refugees. Additionally,
formal and informal observations at the two schools took place, and documents that are
relevant to the design and delivery of education created for ELLs with IFS in Manitoba
were examined.

An additional strategy to ensure internal validity was the use of member checks.
The participants in the study were asked to review the transcripts from their individual
interviews in order to clarify any point or issue, expand on an idea, or request the removal
of information, which they felt was sensitive and would cause professional or personal
hardship if it was revealed. Additionally, I requested the teacher participants to clarify any
questions I had regarding my observations in their classroom, specifically when they
entailed an interaction with a student. This was done to verify that I had accurately
captured and interpreted the situation.

Finally, I entered the field with a conscious awareness that I was learning about a
specific context, and to recognize that I would observe behaviours, procedures, interactions
and methodology that was not perfect and did not necessarily result in educational or
pedagogical success. According to Goetz and LeCompte (1984), because the primary
instrument in qualitative case study research is human, all observations and analyses are
filtered through the researcher’s worldview. Therefore, according to Merriam (1988) and
Goetz and LeCompte (1984) the best way for a researcher to lessen the impact of personal
bias on their observations and analyses is to be aware of how they interpret what they hear
with their own personal reality and to consider how this might influence the researcher and
thus the research. Thus, it became essential for me to enter the classrooms of the two research sites with an openness to what was being studied. To ensure that my personal and professional biases would not influence the teachers’ methodology, or the participants’ answers to my questions, I did not make any suggestions or references to pedagogy or learning contexts for ELLs with IFS which were documented in the literature as ideal for these learners and did not make assumptions that the participants were aware of any prior literature or research that pertains to ELLs with IFS. I also sought clarification on situations and interactions which I observed that disagreed with my own professional and personal beliefs so that I could fully understand the context and the participant’s perspectives, rather than drawing conclusions or making presumptions.

Limitations and Scope of this Study

This study is limited in scope since it focuses on two classrooms in Manitoba, the methodology of two teachers, and the experiences of teachers, learners and the learners’ families in only two classroom contexts. Therefore this study does not illustrate all educational contexts for ELLs with IFS found within the Winnipeg or within Manitoba. Additionally, it does not provide generalizations about the needs of all ELLs with IFS or about the educational circumstances which impact these learners and their teachers. This study represents the opinions, beliefs, circumstances and actions of the individuals consulted for this research. The characteristics of the individuals in this study and the circumstances that impact these individuals might not be representative of other administrators, teachers, students, parents, or be found in other schools or classrooms in Manitoba.
Additionally, the small number of parent-participants in this study might not encompass the views and beliefs of all the parents and legal guardians of the students in the two classrooms. A larger group of parent-participants may have produced more reliable data.

Despite these limitations, this study does provide valuable insight into how teachers are attempting to meet the needs of learners with interruptions in their formal schooling. The information attained from this study and shared in this thesis may provide other contexts which have an ELL with IFS population with a greater understanding of what considerations need to be made when designing and implementing an appropriate educational environment for this population that truly meets their academic, linguistic, literacy and social needs.

**Chapter Summary**

This chapter presented the research methodology used for this study. The research design utilized to investigate how two Canadian teachers support the academic, social and linguistic needs of their ELL with IFS students is a qualitative case study. To determine whether or not INS classrooms in Winnipeg share similar features and components to one another, such as teacher pedagogy, classroom supports, extracurricular activities, student populations, and administrative input, I chose to compare two different classrooms in two different school divisions. This chapter explains the process of recruiting participants and negotiating access within each school. The data collection methods, the participants of the study, how the data is analyzed, ethical concerns, validity issues, and the limitations and scope of the study are also described.
The next three chapters, Chapter 5, 6 and 7, present the findings from my study. Chapter 5 describes the process of creating the INS classes, including the visionaries’ perspectives on how to meet the needs of ELLs with IFS. Chapter 6 reveals how the two classrooms are enacted in their intended environments, and shares the two INS teachers’ pedagogical decisions. Chapter 7 presents the participants’ experiences and highlights the voices of those who are directly impacted by the INS classrooms.
Chapter 5: Creating the Intensive Newcomer Support Classrooms in Manitoba

This chapter describes the process of creating Intensive Newcomer Support (INS) classrooms in Manitoba, and provides the reader with an historical perspective on how the classrooms were initially envisioned and why they were designed in a specific way. This first phase of designing an educational plan for English language learners (ELLs) with interruptions in their formal schooling (IFS) is the conceptual stage. During this period, the creators and visionaries of INS classrooms lay the foundation for the design and characteristics of the curriculum, which will ultimately influence how this curriculum was enacted and experienced in the two INS classrooms in this study.

Through interviews and document analysis, I identified two groups of developers who were central to the creation of Central and East School Divisions’ Intensive Newcomer Support (INS) classrooms; the first group includes the consultants from Manitoba’s Ministry of Education, and the second group refers to the two school divisions’ key contributors who conceived and formalized the plan for their division’s INS classrooms. This chapter describes Manitoba’s history of developing educational initiatives for ELLs with IFS, key aspects that the visionaries deemed essential in supporting the education of ELLs with IFS, and the initial design of the two school divisions’ INS classrooms. A discussion that compares the two division’s planning designs and identifies the key aspects of the INS classrooms at the envisioned stage is also included.

Manitoba’s Ministry of Education’s Vision for the ELL with IFS Classroom

Manitoba’s Ministry of Education helped direct the creation of the province’s Intensive Newcomer Support (INS) classrooms. The Ministry introduced the school divisions to the key
aspects that needed to be included in their classrooms through the following means: the dissemination of their findings from research projects that surveyed English as a second language\(^7\) (ESL) programming in Manitoba; the inclusion of schools in province-wide consultations specific to the needs of learners with interruptions in their formal schooling; and the process by which the divisions needed to submit proposals to obtain grant monies that funded INS classrooms.

**Lessons learned from the first INS educational initiative in Manitoba.**
In my meetings with Manitoba Ministry of Education consultants, I learned about Manitoba’s first official educational response to ELLs with IFS. The model of this initial classroom has features that the Ministry consultants described as essential for a successful INS program. This first known Winnipeg-based formal classroom designed for learners with interruptions in their formal schooling was in 1988 when Central School Division piloted an intensive learning program for Asian youth. During the 1980s a significant number of learners from Vietnam, Laos and Cambodia (also referred to as “boat people”) were attending Central School Division, and were noted to have significant disruptions in their previous formal schooling. In the mid-1980s these individuals started to draw the attention of the Winnipeg police and local area social workers when they became involved in criminal activity including gang involvement and prostitution. Social workers met with some of the Asian females who worked as prostitutes and discovered that these young women were recruited and forced into the sex trade by male Asian youth, many of whom had dropped out of Central School Division. According to Ministry of Education consultant, Jim Maia, the social workers and police officers,

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\(^7\) In 2005 the Ministry of Education in Manitoba began to use the term English as an Additional Language (EAL). Prior to 2005, the Ministry used the term English as a Second Language (ESL). Both terms (ESL and EAL) will be used interchangeably in this chapter as I am referring to documents, research and activities that took place before and after 2005.
who were meeting these individuals, realized that many of the Asian youth who were involved in criminal activity had limited English proficiency, dropped out of the educational system, had a history of limited formal schooling, were on social assistance, and found it difficult to attain meaningful employment.

An assistant superintendent in Central School Division, who was responsible for language programming including ESL programming in the late 1980s and early 1990s, obtained government funding to create an intensive learning program for some of these felonious youth. The assistant superintendent brought together a team of educators, Ministry consultants and a child psychologist to create a sheltered intensive learning classroom for 15 students, the majority of whom were male. The child psychologist who worked with these students created social-emotional supports that focused on issues of past and current trauma, since many of the students had been traumatized by war, were experiencing the after-effects of war, and were affiliated with Manitoba-based youth gangs. The classroom teacher focused on teaching the students English for academic purposes, and high school Math and Science. According to Jim Maia, the creators of this initial ELL with IFS program felt that math and science were essential subjects for these learners, and described these two courses as key for a variety of post-secondary pursuits. In our interview, Maia spoke about the importance of math and science and how an understanding in these subjects is essential for future post-secondary opportunities. The other essential piece to the intensive educational program for these learners was the financial support the students received from attending the program. Each student was given a stipend to attend the program, thus alleviating some of their financial burdens and making it possible for them to focus on their education rather than pursuing other financial endeavours, which for some included pursuing criminal activity. When the program came to an end in 1990, all 15 students successfully
graduated with a Manitoba high school diploma. Post-graduation accomplishments of the 15 students included: one student attaining employment as a mechanic, another student entering a university program, and the remaining 13 students pursuing additional post-secondary education such as community college programs.

According to Jim Maia, the success of this first INS educational initiative helped him recognize the need for appropriate programming for ELLs with IFS, and how school divisions needed to create educational opportunities for these learners that extend beyond what current English as an Additional Language (EAL) classrooms provide. Maia explained the lessons he learned from this initial experience and how it made him aware of the potential possibilities in a proactive rather than reactive approach to the education for ELLs with IFS. In reference to this initial program, Maia said,

…that program really helped focus what was possible. If that could be done after kids already dropped out of school, if this is possible when kids had already lost hope and run into all those difficulties, if we could do that with these kids who were high risk and already involved in a whole variety of things, then my question was well what could happen if we had more appropriate programming so that they wouldn’t drop out? (J. Maia, Personal Communication, May 7, 2008).

Despite the success of the program, the province did not renew the project’s funding and Manitoba’s first intensive learning classroom for ELLs with IFS came to an end in 1990, once the 15 students graduated. According to Jim Maia, the province gave no explanation as to why the program ended and “…it abruptly died despite its immense success” (J. Maia, Personal Communication, May 7, 2008). Despite inquiries from other individuals interviewed for this study, only Jim Maia was familiar with the details of the initial INS class since he was directly
involved in its creation and administration. The assistant superintendent who initially proposed the program and the child psychologist who worked with the students have since retired from the field of education and moved outside of the province. Thus, additional details regarding the design, pedagogy and curriculum of the INS class and why it ended were not accessed.

Maia stressed that the key factors that made the initial INS class and thus the students successful were the socio-cultural supports that the administrators and teachers provided and the establishment of a fixed student cohort, which created a community of learners from similar backgrounds with similar experiences and needs. The establishment of a learning community in a safe environment, in which the students were able to develop positive relationships with each other, access professional socio-emotional support and focus on their education without concern for their finances, proved to be essential features in a successful program. Maia explained that the sheltered program created for these learners included a support network of professionals who endeavoured to educate the students in an environment in which the learners were accepted and valued.

**Government driven initiatives that identified important features of an INS classroom.**
Once this initial intensive learning program for ELLs with IFS ended, any additional efforts to establish appropriate educational programming for these learners appeared to be at a standstill for approximately ten years. It was not until 2003 when the Ministry of Education released findings from its commissioned report, *The English as a Second Language (ESL) Program Review*, which sought to review ESL programing in Manitoba schools, that the matter of creating appropriate educational programming for ELLs with IFS was resurrected. Findings from the study revealed that Manitoba school divisions neglected to create additional specific programming for ELLs with IFS, and while some successful models and programs existed for
the general ELL population, overall, ESL programming in Manitoba “…was developed and implemented on an ad hoc basis” (Manitoba, Education, Citizenship and Youth, 2003, p. 4). The growing concern that Manitoba schools were not meeting the needs of ELLs with IFS spurred the Ministry to undertake additional research that focused on ELLs with IFS. In 2003 the Ministry of Education commissioned a follow-up study that surveyed grade seven to senior four (grade 12) Manitoba schools to learn more about the needs of ELLs with IFS and to identify how schools could better meet their needs. The study’s report entitled, *Building Hope: Appropriate Programming for Adolescent and Young Adult Newcomers of War-affected Backgrounds and Manitoba Schools* (which will now be referred to as *Building Hope*), reiterated the importance for schools to address the needs of ELLs with IFS by developing separate, appropriate classrooms for these learners.

An additional apparent turning point in the province’s response to meeting the needs of ELLs with IFS was in 2006 when literacy learners were included in the provincial EAL curriculum framework. In 2006, the Manitoba Ministry of Education released a draft version of the province’s first EAL curriculum framework. The EAL curriculum framework entitled: *English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Kindergarten to Grade 12 Manitoba Framework of Outcomes Draft Consultation and Review*, which will now be referred to as *The EAL and LAL Curriculum*, incorporates linguistic and academic outcomes for learners from war-affected refugee backgrounds who are English language learners and may have interruptions in their formal schooling. *The EAL and LAL Curriculum* was intended to be a guide for Manitoba educators on how they could meet the needs of EALs including ELLs with IFS, and includes specific literacy, language and academic
directions, goals, and outcomes that are appropriate for learners who have varying degrees of literacy, language development and academic knowledge.

Ministry consultants, Jim Maia and Debbie Key, were asked to comment on how the findings from both *The ESL Program Review* and *Building Hope* influenced the creation and design of the schools’ INS classrooms, and to explain how *The EAL and LAL Curriculum* document was being utilized to direct the divisions in formalizing the educational contexts of ELLs with IFS. According to Jim Maia, in addition to recognizing that separate appropriate programming was needed for ELLs with IFS, the reports brought to light the following three fundamental aspects of a program for ELLs with IFS: 1) the importance of initial identification and assessment of ELLs; 2) a sheltered classroom in which teachers and administrators have realistic expectations about the length of time students need to attain high school graduation requirements; and 3) a divisional approach to meeting the needs of ELLs with IFS, as opposed to a school directed approach. Each of the three aspects was recognized to be significant factors in the documents reviewed for this study and in interviews with both consultants.

*Initial identification and assessment.*

The reports highlighted the importance of a formal intake process for these learners so that ELLs with IFS were identified before they began attending a school program. The reports as well as the consultants explained that many of the students with INS needs were not initially identified as having interruptions in their formal schooling, and therefore were not directed to an appropriate program. The intake process and the means by which the schools identified their students’ linguistic and literacy proficiencies were not consistent throughout Manitoba, with some schools having a thorough formalized intake process, while others did not document if a student was coming from a refugee background or had disruptions in their formal schooling.
The ESL Program Review comments on the importance of initial identification and assessment of ELLs with IFS stating that, “…a common reception and intake protocol as well as common identification, assessment and monitoring tools are desirable” (Manitoba Education, Citizenship and Youth, 2003, p. 5).

Building Hope more adamantly stresses the importance of early identification of these students, by writing:

It would appear, based on the earlier survey on ESL learners, and the results of this survey, that there is a critical need to develop and implement effective screening tools that would enable schools to more readily and accurately identify learners with ESL and interrupted schooling needs. The early identification of these learners is critical if we are to be proactive in developing programming supports for these learners. (MacKay and Tavares, 2005, p. 39).

The EAL and LAL Curriculum also identifies initial assessment as important and states how information that is acquired at the earliest stages of the student’s schooling will ensure that students are placed in the most appropriate educational contexts. The draft curriculum document includes a reception intake form template that can guide schools on how to develop student profiles and gather relevant background information of students and their families. The writers of The EAL and LAL Curriculum identify the following several factors that need to be considered in order to appropriately place the student: the student’s level of proficiency in English; the student’s proficiency in other languages, especially their dominant language; the student’s prior schooling experiences and whether they have experienced any interruptions in their schooling; the student’s refugee or immigrant experiences; whether the student experienced trauma due to war or other factors; and information related to health, physical and other student characteristics
that may impact on learning (Manitoba Education, Citizenship and Training, 2006). The templates included in the draft curriculum document requests information pertaining to a student’s family context, linguistic profile, and educational history prior to coming to Manitoba. If a school chooses to utilize an initial reception form such as the one provided in the curriculum document, it would provide teachers with comprehensive information about their students and provide an opportunity for teachers to consider how to address learners’ needs at the very outset of their education, rather than once the students are already immersed in their school. In Kanu’s (2008) study about the educational experiences of high school age African refugees in Manitoba, the initial assessment of refugee learners was found to be significant. The students in Kanu’s (2008) study expressed frustration with the school’s initial intake process, which they felt had inaccurately placed them. The students in Kanu’s (2008) study felt that a more thorough initial assessment that included information about their prior learning experiences would have facilitated a more accurate placement and better addressed their language and educational needs.

Creating a separate student cohort for ELLs with IFS and having realistic expectations of students’ progress.

The amount of time needed for students to attain high school graduation requirements and the kinds of supports that ELLs with IFS needed were also identified by the Ministry consultants as important considerations in the design of a classroom for ELLs with IFS. The Ministry consultants described how often times schools neglected to include ELLs in an academic program, and instead placed beginning level students in a language program that focused on survival English skills or tracked the students into low-level vocational careers. Jim Maia explained that right from the beginning of their entrance into a school program, the ELL with IFS student needs an education that integrates learning language (in this case English), literacy, numeracy, academic content and has socio-cultural supports. Maia stressed that the
students with disruptions in their formal schooling need time and support to develop the foundational skills that are needed for long term success. However, Maia explained that most “...schools were unrealistic in terms of their expectations”...of students’ abilities and the amount of time ELLs with IFS needed to learn both academic English and the academic content (J. Maia, Personal Communication, May 7, 2008). Maia spoke about the unrealistic expectations that educators and administrators have on the amount of time it takes for a newcomer ELL with IFS to catch up to their same age peers, and the impact that these expectations can have on the student. In our interview he described the challenge as follows:

…imagine being an Afghani girl who comes at 16 years of age, never gone to school in Afghanistan and the principal feels that if you don’t graduate by the time you’re 19 then there’s something wrong with you. And imagine in three years learning a new language, learning all the math, science, all the other skills you’ll need not just to complete grade 12, but you’ll need to be successful in a variety of post-secondary settings, well for many of them it doesn’t happen. So, there’s a tendency to lower your expectations, you start putting a lot of those students into vocational tracks, and really low end vocational tracks, even though the students can be quite intelligent, all they’re missing is schooling…more than likely what they needed was intensive programming that provided EAL, academic and literacy training at the same time which meant a specialized classroom, either part of the day or for a full day. (J. Maia, Personal Communication, May 7, 2008).

The amount of time the ELL with IFS student needs to catch up to their native-speaking English peers has been addressed in studies by Collier (1995), Cummins (1981), and Mitchell, Destino and Karam (1997). These researchers have found that it takes between six to 10 years for the ELL with IFS student to be proficient in academic English at a level comparable to their
age-equivalent, native English-speaking peers. The discrepancy between the educator’s expectations of ELL with IFS students and findings from “the amount of time it takes” research identifies a need for greater understanding of second language acquisition research and additional professional development opportunities for educators working with ELLs with IFS. In addition to having realistic expectations of the amount of time a student needs to acquire literacy, numeracy and language proficiency, Maia was insistent that an environment with socio-cultural supports is necessary for ELLs with IFS. According to Maia, ELLs with IFS need a strong relationship with their teacher, and such a relationship is more likely to happen when the students are placed in a small group setting. Maia firmly believes that high school students from war-affected refugee backgrounds benefit from learning in an environment that groups together learners with similar backgrounds and histories. He also expressed the importance of high school age students having one teacher, as opposed to a multiple number of subject-specific classroom teachers. Maia explained that ELLs with IFS need one person with whom they feel comfortable to consult with on school-related issues, socio-emotional issues, and to openly discuss how they can attain their future academic and career aspirations (J. Maia, Personal Communication, May 7, 2008). Maia described how some school administrators and teachers feel that grouping ELLs with IFS in a separate classroom away from the school’s non-EAL population runs counter to inclusive educational practices. According to Maia, he has met resistance from principals and teachers who believe that ELLs with IFS would benefit from a school environment in which they are integrated into the larger school population (J. Maia, Personal Communication, May 7, 2008). In our interview he explained how immediate integration of students into non-EAL classrooms does not necessarily address the students’ needs. Maia said the following:
…the existing policy which is to integrate the students doesn’t really integrate
them…There aren’t the supports there, particularly in a high school setting…you have
five to six teachers who are looking after these students, who don’t ever meet together
and very often don’t have an EAL teacher working with them. Now imagine devising an
EAL support program for a student who has never been to school and also a beginning
EAL learner. Now imagine trying to get that program to be implemented across five or
six subject areas and to coordinate that…a student is supposed to move to five different
groups of students every time they move to a new classroom?... what the literature seems
to suggest is an intensive short term program, one to two years, with dedicated resources,
smaller classrooms…students are less likely to drop out, they are less likely to feel
overwhelmed by the demands of school and so forth…but there is still some resistance.
(J. Maia, Personal Communication, May 7, 2008).

Maia explained that the administrators and teachers who voiced their opposition to a
sheltered learning environment for ELLs with IFS felt it would further discriminate these
learners and was in contradiction to their school’s policy of inclusion. The program and supports
suggested by the Ministry consultants would require schools to create a one to two year
educational program specifically for the ELL with IFS students that may separate them from the
regular EAL and non-EAL student population for part of their school day, but the consultants
were insistent that the ELL with IFS student’s school day would also include them in classes
with non-EAL and non-ELL with IFS students, such as physical education, music, art, and
possibly keyboarding classes. The resistance that Maia refers to is not unique to Manitoba, in
fact, Dooley (2009) refers to parents and students in the UK and Australia who vocalized their
dislike for separate programs for refugees and considered these classes as a form of exclusion from mainstream curriculum and isolation from the school’s non-refugee population.

**Divisional responsibility and administration of the INS classroom.** Another factor that both Ministry consultants deemed as essential in a successful educational program for ELLs with IFS was the need for divisional responsibility of their schools’ INS classrooms. The inconsistency found in Manitoba’s EAL programs, and in particular, the lack of formal educational initiatives for ELLs with IFS, was a recurring concern by the individuals surveyed in both *The ESL Program Review* and *Building Hope*. The Ministry consultants explained how the longevity and maintenance of a school’s EAL department was determined by the school’s administrators, and often times completely dependent on whether EAL programming was part of a principal’s mandate. The consultants explained that if a principal felt that their school’s EAL department was not a priority and chose to direct resources elsewhere, the school’s EAL program would not take precedence (D. Keys, Personal Communication, May 9, 2008). Jim Maia spoke about one school in Central School Division that was considered a “center of excellence” for teaching EAL students, and in particular for learners from war-affected refugee backgrounds, yet a change in leadership at the school resulted in the EAL program’s existence being threatened when the new principal viewed it as unimportant compared to the school’s special and Aboriginal education programs. Maia discussed how an EAL program initiative that was directed by the division rather than the school would legitimize the presence of EAL classrooms in a school and as a result they would be less likely to disappear when a change in leadership occurred.

Additionally, the consultants described how there was no consistency in teaching or learning EAL within a division. According to Maia, a school with a significant number of EAL
learners may or may not have a well-developed EAL program. He explained that if a school had a “…good program with EAL supports and resources…”, the program’s design and delivery would most likely be attributed to a principal and staff who were well-informed about how to support EAL students, whereas another school in the same division with a similar population, may not necessarily have any of the necessary supports and resources, and often times the “…schools and teachers were left to muddle through it” (J. Maia, Personal Communication, May 7, 2008).

In order to ensure that the school divisions began taking greater ownership of their EAL departments, and in particular, creating and supporting classrooms for ELLs with IFS, Manitoba’s Ministry of Education created the Intensive Newcomer Support (INS) grant in 2006. The INS grant required the school divisions to submit proposals describing how funds that were allocated to the educational needs of ELLs with IFS would be utilized. Eligibility requirements of the grant stipulate that the program and initiatives developed for INS must be divisionally coordinated (Manitoba Education, Citizenship and Youth, 2006b). Both Ministry consultants explained that the INS grant was intended to encourage program planning and capacity building at the divisional level as opposed to the school level. The consultants viewed the INS grant as a “…mechanism to ensure that there would be some continuity and these (INS) programs would exist regardless of who the principal of the school is…” (J. Maia, Personal Communication, May 7, 2008).

**Applying for the Intensive Newcomer Support (INS) Grant.**

The first year the INS grant was distributed the school divisions submitted applications to the Ministry of Education and described how they would create an appropriate educational plan for ELLs with IFS. Ministry Consultant, Debbie Keys, explained that her department was aware
that Manitoba’s school divisions were at different stages in their programming and planning for ELLs with IFS, and while some divisions submitted applications on how they would create a sheltered INS classroom within a school’s already established EAL program, other divisions requested to utilize the grant funds for research activities such as surveying their division’s ELL with IFS population (D. Keys, Personal Communication, May 9, 2008). The two school divisions that are the focus of this study, East School Division and Central School Division, both chose to direct their INS grant monies towards specialized classrooms. The next section of this chapter describes the initial creation of these classrooms, and how each division designed their INS classroom. To better contextualize the INS classrooms within each division, a description of each division, which are my study’s research sites, is included.

The Development of Central School Division’s INS Classrooms

Central School Division is the largest public school division in Winnipeg, Manitoba. It encompasses 77 schools, and has a total student population of approximately 34,000. In data obtained in September 2007, the EAL population of Central School Division was a little more than 5000 students. The division includes four geographically defined districts, two of which include Winnipeg’s urban core and the adjoining inner-city area. The division’s location is regarded as an area of ethno-cultural and linguistic diversity and is the first home to many of Manitoba’s new immigrants and refugees. When speaking with the manager of Manitoba’s primary settlement services agency for refugees, I learned that upon their arrival to Manitoba, all government assisted refugees are brought to a temporary housing facility within Central School Division’s jurisdiction, and although other areas in Manitoba have permanent affordable housing, the majority of affordable housing is found in the urban core area of Winnipeg. Thus, for many refugee families their first home is located within one of Central School Division’s four
districts. Historically, Central School Division was a trailblazer for EAL programming in Manitoba; it was the first division to have a formalized EAL program and to have an EAL consultant who was assigned to provide schools, students and families within the division with EAL-related support and information.

Central School Division’s INS proposal.
To learn about Central School Division’s INS Proposal, I spoke with Adele Kozlov, the division’s EAL consultant. Kozlov and her department’s supervisor were responsible for submitting the division’s INS grant proposal to the Ministry of Education. Neither Kozlov nor her supervisor permitted me to view a copy of their INS grant application. However, they did provide me with an article that they wrote for the *Manitoba Association of School Superintendents’ (MASS) Journal* in which they described their proposal and key aspects of their initial vision for teaching ELLs with IFS. Additional information about the division’s creation of their INS classrooms was directly attained from my interview with Kozlov who described herself as the spearhead of her division’s INS classrooms and an advisor to the classrooms’ teachers (A. Kozlov, Personal Communication, May 14, 2008).

The developers of Central School Division’s INS classrooms decided to create four Senior high (grades 9-12) EAL Literacy Transition Centres, thus each one of the division’s four districts acquired an EAL Literacy Transition Centre. According to Kozlov, newcomer students with either no prior schooling or disruptions in their formal schooling are referred to the EAL Literacy Transition Centre in the district where they reside. The division’s EAL Literacy Transition Centres are described as sheltered classrooms that are housed within four of the

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8 A full citation of the article cannot be included because it would reveal detailed information about the school division and the school where the study was conducted. To maintain anonymity of the participants in this study, the article will be referred to, however, it will not be formally referenced as a document.
division’s 14 high schools. Although each one of the four centres is in a high school with a well-developed EAL department, the centres are separate from the school’s other EAL classrooms and are divisionally-developed and administered. The students admitted into the literacy transition centres are between the ages of 14 to 21, and three-quarters of their school day includes time spent in what Kozlov as well as the MASS Journal article describe as “…a multi-age, multi-grade, integrated educational approach…” with courses in: “…Intensive English language arts (literacy); Intensive Mathematics (numeracy); and Orientation to school, community and independent living including information about the world of work and educational/career counselling” (A. Kozlov, Personal Communication, May 14, 2008). In her explanation about how she decided to create literacy centres for her division’s ELL with IFS population, Kozlov recalled being influenced by the conversations she had with colleagues during the EAL and LAL Curriculum Framework consultations. Kozlov explained that in 2005 she was part of the province’s EAL and LAL Curriculum Framework consultations, and according to Kozlov a number of the consultations focused on issues pertaining to literacy and language learners who require literacy instruction. Thus, as a result of her participation in the curriculum framework consultations, Kozlov began thinking about the importance of creating separate classrooms that would meet the needs of ELLs with IFS. Kozlov’s vision for meeting the needs of her division’s ELL with IFS population involved creating a sheltered, intensive class with a curriculum that included lessons in literacy, numeracy, survival skills, and acculturation into the student’s new environment. During the same time that she was a member of the curriculum consultations, Kozlov was informed by her department’s director that their department would be receiving additional funding for the division’s EAL learners, and asked Kozlov if she had any suggestions on how the monies should be utilized. Kozlov suggested that the division create a literacy centre
for ELLs with IFS, and together with her director, she submitted a proposal to the division’s four superintendents. Each superintendent was responsible for one of the division’s districts, and according to Kozlov, each superintendent wanted a literacy centre within their district, thus four centers were created. Kozlov expressed that she did not think that her division needed four separate centers, and was not sure if there were enough students within each district that were from war-affected backgrounds with a history of no prior schooling, however, the division supported the creation of the four centres and the Ministry approved their INS grant application.

As noted earlier, the EAL transitional literacy center design incorporated an intensive sheltered instructional class for seventy five percent of the student’s school day, thus for the remaining twenty-five percent of their day, the students were to attend classes which provided them with a more “…experiential context to acquire language skills…”, such as art, physical education and music classes (MASS Journal article). Therefore, the ELL with IFS students were to be integrated with the school’s larger student body for at least part of their school day.

In our interview Kozlov explained the process of initially identifying ELLs with IFS, and how the initial assessment of these learners would help the division’s teachers and administrators determine which EAL program would best suit each student’s needs and circumstances. The MASS Journal article describes the division’s intake process as providing a consistent format for receiving and assessing new learners. Kozlov described the intake process as a detailed protocol which documents a student’s family history, and their linguistic and educational background including whether they were from a war-affected background and had disruptions in their prior schooling. According to Kozlov the intake process consists of a comprehensive interview component that may require the assistance of an interpreter. The initial intake process also involves an assessment of the student’s reading and writing in English and in their first or most
confident oral language. Kozlov remarked that she created the division’s intake protocol, and it follows what the Ministry of Education “…expects from the divisions…”, which is a formal and consistent approach to identifying and placing EAL students (A. Kozlov, Personal Communication, May 14, 2008).

The developers of the ELL with IFS classroom felt that continual assessment of the students was important and Kozlov said that it would be the responsibility of the EAL transitional literacy centre teacher to continually assess the students and decide when the student should be promoted to EAL courses including high school content courses that are adapted for ELLs, also referred to as e-designated\(^9\) subject classes. It is important to note, that the teachers assigned to teach ELLs with IFS in the division’s INS classrooms were not part of the envisioning process. The INS teachers in Central School Division were not consulted in the initial design of their INS classrooms.

The amount of time the students in Central School Division’s INS classrooms were permitted to attend the EAL transitional literacy centre was expressed to be between five to ten months or to the beginning of Stage 2 Senior Years Intensive Literacy and Academic Preparation Level, a benchmark created by the developers of the *EAL and LAL curriculum framework*.

To ensure an optimal learning environment, the creators of the division’s INS classroom stipulated that a student to teacher/education assistant ratio of 15:1/1 needed to be in place, and up to 60 students were to be accommodated at any one time at the EAL Literacy Transition Centres as long as the ratio was maintained. In addition to the classroom teacher and education assistant, the creators described the importance of placing cross-cultural support workers in any division school with a significant EAL population. The cross-cultural support workers were to

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\(^9\) E-designated courses refer to the EAL (E) course designation that is applied to a department developed or department approved course that has been adapted for EAL learners.
be placed in schools to support students from war-affected refugee backgrounds as well as the general EAL student population. The support workers were to have fluency in the languages of the newcomer student populations, and an understanding about the experiences or a knowledge base related to the effects of war and interrupted schooling on the student. The support workers were expected to provide the students and their families with information about the school, and thus to facilitate the transmission of information, which students would require in order to effectively navigate within the school system and beyond to additional educational opportunities. The support workers were also expected to assist the teachers in developing greater cross-cultural understanding of their students, provide interpreter assistance, and to act as a liaison between the school and families. The developers of Central School Division’s INS classrooms viewed the cross-cultural support workers as necessary to assist students in overcoming linguistic and cultural barriers which may be preventing them from knowing how and when to access services.

To ensure consistency within the division’s four centers, Kozlov was to mentor the four literacy center’s teachers, which included meeting with them at least once a month, as well as visiting their classrooms to observe their teaching and to provide them with support regarding resources, instruction and any additional concerns the teachers may have about teaching ELLs with IFS. Kozlov acknowledged that the INS grant provided by the Ministry of Education was essential in order for the literacy centres to be created, and commented on how the INS grant along with findings from the Ministry of Education’s *EAL Program Review* and *Building Hope* documents, helped to instigate a division-driven action plan to try and meet the needs of ELLs with IFS.
The Development of East School Division’s INS Classroom

In 2002 the city’s east and northeast school divisions amalgamated to form East School Division. East School Division is the second largest school division in Winnipeg, Manitoba. The division is located in a mainly suburban setting with low to middle income neighbourhoods. The participants in this study described a significant difference in the eastern and north-eastern parts of the division; according to the study’s participants, the eastern part of the division is an area with a long history of housing newcomers from diverse cultural and linguistic backgrounds, and thus has a significant number of EAL speakers, whereas the population in the north-eastern part of the division is home to a predominantly White, English-speaking and working class population. East School Division has a total of 42 schools that serve approximately 18 000 students. John Steele, the division’s Language consultant, described how a recent decline in the division’s student population prompted the division to consider closing two schools. Yet while the overall population within the division is diminishing, Steele explained that there is an increase in the overall number of EAL students within the division, and at the time of this study East School Division had the third highest student population of adolescents and young adults from war-affected refugee backgrounds in Manitoba. For students who are identified and assessed to have EAL needs, they are directed to one of the division’s three designated EAL programs: the elementary school program, the middle school program and the high school program. The division’s EAL high school program is at Park Collegiate, one of the research sites for my study.

**East school division’s INS proposal.**

In 2005 East School Division created a divisional EAL committee that was composed of teachers, administrators, consultants, and child guidance clinic personnel. A subgroup of this committee composed of a veteran EAL teacher, the director of the division’s Adult Education
Center, and the division’s Language education consultant, created the division’s INS proposal. The division’s EAL committee met regularly to discuss the division’s EAL programs, INS classroom, and any issues related to the educational needs of ELLs. To learn about East School Division’s INS Proposal, I spoke with members of the division’s EAL committee including the writer of the proposal, and the proposal collaborators. Additionally, I was given copies of the initial proposal that was submitted in 2006 as well as the division’s subsequent proposals which were submitted in 2007 and 2008.

In 2006, when the INS grant was first introduced, the developers of East School Division’s INS program requested to use the INS grant funds for two purposes: 1) to create a sheltered intensive class for their ELL with IFS population and 2) to engage in an action research project. The developers of the INS classroom recognized the need for an appropriate educational plan for ELLs with IFS, yet wanted additional time to adequately research and plan a well-coordinated educational program for their students. The visionaries of East School Division’s INS classroom described their implementation process as staggered, and felt that they needed at least three years to research, plan and implement their INS class. Thus, the envisioned stage for East School Division also incorporates aspects of their enacted stage, since through action research the creators engaged in reflection and analysis of their educational plan and made modifications to their INS classroom after it was initially enacted. Therefore, my description of East School Division’s envisioned stage incorporates the classroom’s creation, temporary enactment and the visionaries’ insights on what features they needed to change or include in their INS classroom.

The EAL program at Park Collegiate is the division’s only officially designated EAL high school program. Although other high schools in the division have EAL learners, these
students are not placed in separate classes, but instead are “...accommodated within their school’s mainstream classes.” (J. Steele, Personal Communication, September 24, 2008). Park Collegiate’s EAL program was described by participants, including the Ministry consultants, as an established and well-coordinated program. When the INS classroom was created, Jane Fields, the division’s “officially” appointed INS teacher, was already teaching at Park Collegiate, and was experienced in teaching beginner level literacy students within the school’s sheltered multi-level EAL program. The INS proposal coordinators explained that housing the INS class at Park Collegiate was an obvious choice since the school already had a staff and faculty who were familiar with EAL issues and an environment that was conducive to welcoming and supporting newcomers.

The creators of the INS class produced an educational plan for the students that consisted of one period per day of basic literacy, one period per day of basic numeracy, and for the remaining part of their school day the students were to attend classes in the school’s regular EAL program. The basic literacy class was to teach students the alphabet, and how to recognize and use letters in print. The basic numeracy class was to introduce learners to numbers, basic addition, subtraction, multiplication, and division, as well as instruction and practice in fractions, decimals, geometry and mathematical problem solving. Additional learning goals of the division’s newly created INS curriculum included: developing students’ basic oral communication skills; teaching basic concepts and vocabulary in Science and Social Studies; familiarizing the students with the school’s culture and its norms, i.e. reading timetables, homework expectations, etc. and having students acquire study skills and learning skills such as time management, presentation of school work, and working in groups. In addition to teaching the INS students, Jane Fields was to assess the students’ basic language, literacy and math at the
start of the program and based on her assessment of their needs and abilities, she would
determine the students’ daily timetables. The division’s *2007 INS Grant Proposal Submission*,
explains that in addition to the literacy, numeracy and EAL classes, the “stronger” INS students
would attend either a Physical Education class or a technology class, while the “weaker” INS
students were to meet with an educational assistant for one period every other day and work on
an individualized literacy program.

According to the visionaries, the INS curriculum was intended to support the students’
transition into e-designated and mainstream classes, yet the creators of the INS class were
hesitant to stipulate a maximum length of time that a student would be in the INS class. At the
end of each school year, Jane Fields was to review and assess the students’ progress and
determine if they should continue receiving intensive support or transition back into the school’s
sheltered EAL program. One of the objectives of the division’s action research project was to
learn more about the length of time the students needed to receive INS support, and to track
students’ progress once INS supports were given. Rather than specifying the amount of time
each student would spend in the INS class, the developers of the INS classroom would refer
older students to adult schooling options which were described as an additional opportunity for
them to continue their schooling. According to the *Manitoba School Administration Handbook*,
the maximum age that a student is eligible to attend a fully subsidized public school in Manitoba
is 21 years. Unlike the majority of adult education programs in Manitoba, East School
Division’s Adult Learning Centre has a literacy and numeracy program for ELLs with IFS.
Therefore, learners with INS needs who are 21 years of age or older have the option of attending
the division’s Adult Education Centre without concern that they are running out of time and are
limited in their options to complete Manitoba high school graduation requirements.
To help foster a socio-culturally supportive environment for their INS students, the visionaries sought to create a safe and supportive environment for the learners. The visionaries chose to limit the number of students in the INS class to ten. Therefore, the student to teacher/educational assistant ratio was to be: 10:1/1. The rationale for the small class size, and the limited number of spaces in the class was deemed important by the teacher as she explained that beginner level students with literacy needs required a great deal of individualized programming and the small class size would afford the teacher and educational assistant to give the students individualized attention. In addition to the support that the classroom teacher and the educational assistant provided, the students were also to receive literacy and language support from a school guidance counsellor during a weekly classroom visit. The guidance counsellor was to act as an additional educational resource and provide literacy support for the students. Through these classroom encounters the guidance counsellor was expected to develop a relationship with the learners and build their trust so that the students would feel at ease to seek her out in case they required professional socio-emotional support. The visionaries were sensitive to the students’ socio-emotional states, and acknowledged that many of the students had traumatic life experiences. However, they did not want to create an artificial environment in which the students felt forced to divulge personal information, and instead wanted to ensure that the students were in an environment that was physically and emotionally safe with a teaching staff that was sensitive to their needs and circumstances. The school guidance counsellor’s presence in the classroom was intended to be unobtrusive and a resource for students who felt they needed socio-emotional support that extended beyond what the teacher could provide.

The creators of East School Division’s INS class met throughout the year to review and discuss their program’s features and the students’ progress. The creators were reflective in their
planning choices, and viewed their initial conception of the division’s INS class as one in a series of steps involved in meeting the needs of the division’s ELLs with IFS. The process of creating East School Division’s INS class appeared to be a collaborative and thoughtfully considered endeavour undertaken by members of the division’s EAL subcommittee. The creators described being influenced by the Ministry’s research initiatives that led to the creation of the Intensive Newcomer Support Grant, and acknowledged that the grant monies assisted in starting the class; they also emphasized the division and school’s commitment to support an INS class as essential in its creation.

**Discussion and Summary of the Envisioned Stage**

The core features of the two school division’s INS classrooms include a sheltered learning environment, a small class size and similar curriculums which include daily literacy and numeracy instruction, along with English language development, and “survival skills”, i.e. skills and knowledge that would assist students in their daily life in Canada. Additionally, both groups of developers recognized the importance of students’ accessing professional counselling support and identified the importance of creating socio-cultural supports that would help students in their adjustment to Canada, and in their new school environments.

*Extending the socio-cultural supports by connecting students’ “home-worlds” to their “school worlds”.*

Within their proposed educational initiatives the INS classroom developers and Ministry consultants refer to the importance of creating an environment in which students feel appreciated and valued, an idea that is emphasized by DeCapua and Marshall (2011), Cummins (2001) and Freeman and Freeman (2002) who describe learners who feel respected by their teachers as more likely to feel engaged in their academic work. The significance placed on creating such an environment appears even more vital for ELLs with IFS (Stewart, 2007). Some of the students
in this study had considerable trauma-related issues and their limited experience in schools as well as their lack of familiarity with the roles and relationships within schools required the classroom developers to devise alternate ways to provide socio-emotional support within the classroom, i.e. the inclusion of a child guidance counsellor in East School Division’s proposal and cultural support workers in Central School Division’s proposal. However, an extension to the students’ “home worlds” may also be essential in devising ways to create an environment that supports students’ feelings of belonging in their educational environment (Phelan, Davidson, & Cao, 1991).

Thus, an aspect that the visionaries may have neglected to include when creating the INS classrooms is a formal plan to make connections with the students’ “non-school worlds”. The students’ “non-school worlds” refer to the environments that are outside of the classroom, and include their home environments, neighbourhood communities, their participation in different social settings such as within a religious community, and their social supports outside of the school (Phelan, Davidson & Cao, 1993). A more thorough understanding and an awareness of the students’ lives outside of the classroom may provide educators with a better sense of how to support learners within the classroom and if there are structures or supports needed that extend beyond what the current school program provides for high school age students. The socio-emotional connection and belonging that DeCapua and Marshall (2011), Cummins (2001), Freeman and Freeman (2002), and the two divisions’ INS classroom developers refer to needs to extend beyond the classroom and include the students’ home environments, particularly in the case of students who may be vulnerable to recruitment into criminal activity, feel overwhelmed by the demands of school, or feel unwelcome and out of place at school (Macdonald, 2007). The methods and ways the teachers create an emotionally affective environment, the relationship that
the students have with their teachers, and the impact that this relationship has on their schooling will determine whether the classroom in its enacted and experienced form is socio-emotionally responsive to ELLs with IFS.

**Promoting student autonomy through social and cultural capital initiatives.**
In addition to responding to students’ mental health and trauma-related needs, additional socio-cultural supports within an INS classroom might include the developers broadening the “survival skills” aspect of their initial INS curriculum plans. East School Division’s classroom developers referred to the inclusion of “survival skills” as part of their proposed curriculum and described such skills as including information about navigating one’s way through a grocery store, and understanding various bus routes. While this information is highly valuable for newcomers, “survival skills” could also include additional information about students’ roles and responsibilities as learners as well as their rights to access various educational and professional opportunities. Generally high schools, as opposed to elementary schools, create a culture of distance and autonomy, wanting to encourage independence in their students’ lives. This is particularly the case in regards to a student’s decision making about course choice and long-term educational goals. This approach often happens because most high schools assume that their student body has progressed through years of schooling and by the time the students enter the high school corridor they already have a general understanding about their educational environment. Yet for ELLs with IFS, schooling in general may be unfamiliar and their ability to navigate the pathways to their educational objectives may be a daunting or completely unknown endeavour (DeCapua, Smathers & Tang, 2007; McBrien, 2005). Woods (2009) refers to schools as places where students learn more than just the explicit curriculum, and are also sites “…to accumulate social and cultural capital through both informal and formal credentialing practices.
and processes” (Woods, 2009, p. 96). The social and cultural capital that students can attain in their INS classrooms can have long-term benefits on the students’ academic and professional careers. Well-informed students can better navigate their educational paths and know how to access various opportunities without having to rely on their teacher, who may be their sole advocate and source of culturally-specific information and knowledge.

**Differences in implementing the two INS classrooms.** Overall, compared to Central School Division’s envisioned INS class, East School Division chose a more cautionary approach to developing an INS classroom. The staggered implementation approach adopted by East School Division reveals the developers’ hesitancy to solidify their classroom’s features until the educational plan was enacted. The reflective yet cautionary approach employed by East School Division’s developers may have allowed for more flexibility in the overall design and thus helped to create a classroom that can more easily evolve overtime to suit the learners’ needs. Woods (2009) cites educational researchers Olliff and Couch, (2005) and Brown, Miller, and Mitchell, (2006), who have found that educational programs delivered to refugee youth require more flexibility than other programs offered to ELL newcomers. If flexibility in an educational program is an essential feature to better meet students’ needs, the developers in Central School Division’s INS classroom may have neglected to consider whether opportunities for reflection and modification need to be explicitly included at the envisioned stage.

**Key Findings and Chapter Summary**
This chapter described the process of creating the INS classrooms in the two different school divisions and outlined the core features of each classroom at their envisioned stage. The INS classrooms’ core characteristics appear similar; the visionaries’ pedagogical priorities and
the program’s structural considerations were greatly influenced by the Ministry’s research publications and consultations in which a sheltered intensive learning classroom with literacy instruction was described as an ideal educational model for ELLs with IFS. Lessons learned from the province’s first attempt at creating an appropriate educational plan for ELLs with IFS, and recent studies that focused on educational programs for Manitoba’s EAL population, revealed the following key features that the Ministry officials deemed as essential in an educational plan designed to meet the needs of ELLs with IFS: 1) initially identifying and assessing ELLs with IFS; 2) creating a sheltered program for learners; and 3) instituting a divisionally-directed educational plan for ELLs with IFS.

The two divisions’ initial designs are similar, and both describe creating a sheltered classroom in which the curriculum would focus on literacy, numeracy, and EAL for the majority of the students’ day, with the remaining part of the students’ day in other school activities beyond the INS classroom. Overall, there appears to be a great deal of similarity in the two proposals’, however, the two divisions’ different emphasis on the inclusion of academic concepts in their initial design reveals a contrast in the two divisions’ educational priorities. The developers of East School Division’s INS proposal mention the integration of science and social studies concepts in the INS curriculum, whereas Central School Division’s proposal makes no specific mention of including science content into the educational plan for their learners. While both groups of designers refer to the experiential opportunities that classes beyond the designated INS classes will provide the students, the immediate inclusion of academic concepts in East School Division’s educational plan appears in line with the Ministry consultant’s vision that learning concepts in science provides student with an important academic foundation that will support additional learning opportunities. Additionally, the theoretical and conceptual
framework which grounds this study emphasizes incorporating academic development at the start of an EAL student’s education, and not to wait until a certain threshold in the L2 is reached (Thomas and Collier, 1997).

An additional distinction between the two division’s INS classroom proposals was the opportunity for the INS classroom teacher to share in the development of her division’s INS plan. East School Division’s INS proposal is a collaborative creation, and includes the insights of the INS classroom teacher, whereas the INS classroom teachers in Central School Division did not contribute to the design of her division’s INS classrooms. The impact of not having the INS teacher included in the planning stage of her classroom will be described in subsequent chapters, and will reveal the benefits of including the INS classroom teacher’s insights at the creation stage.

**The Initial Stage in Developing the INS Classrooms and the Next Two Stages**

The premise for investigating the initial development of the two classrooms at the envisioned stage is because the specific linguistic, socio-emotional, and academic priorities that are embedded into the classroom at the earliest stage of formation creates the foundation of the educational program on which the other stages are built, and thus influences the overall direction of the students’ schooling. Chapter 6 and Chapter 7 will describe the enacted and the experienced stages respectively. These chapters will further characterize the evolution of the two divisions’ classrooms, create a greater understanding of the interdependence of each stage in program development, and consider how the two INS classroom teachers attempt to meet her learners’ linguistic, socio-emotional and academic needs. The next chapter, Chapter 6: Implementing the Intensive Newcomer Support Classrooms in Manitoba, describes each INS
classrooms’ day-to-day structure, including the classroom environment, the teacher’s pedagogy, and the positioning of the INS class within its respective school.
Chapter 6: Implementing the Intensive Newcomer Support Classrooms in Manitoba

This chapter describes the enacted stage of the Intensive Newcomer Support (INS) classrooms. The enacted stage refers to how the classroom is operationalized in its environment. This stage moves beyond the visionaries’ conception of the classroom and reveals specific aspects of how the classroom functions in each school. Specific aspects identified in each classroom include: the teacher’s role as the INS teacher, including her professional responsibilities within the classroom and her relationship with members of the school community including the school’s administrators, her fellow teachers, and the learners; and the linguistic, literacy, academic and socio-emotional supports that are in place for the English language learners (ELLs) with interrupted formal schooling (IFS). This chapter contains information about the structure of the INS classrooms in each school, and the pedagogical strategies that are used by the teachers to support students’ learning. To describe each classroom’s enacted stage data is obtained from: 1) interviews with school teachers, administrators, and additional school personnel who are affiliated with each school’s INS classroom; 2) documents including lessons plans, worksheets, notebooks and classroom textbooks; and 3) on-site classroom and school observations.

Each school’s INS classroom is separately described to highlight the two INS classrooms’ main features and characteristics. Following the description of each classroom is a discussion that compares both classrooms, identifies how each classroom is unique and analyzes key aspects of the enacted stage that might influence how the INS class is experienced by the learners. In order to fully illustrate the implementation of each classroom, I include a biographical description of each school’s INS classroom teacher, i.e. Maria Diaz of City
Collegiate and Jane Fields of Park Collegiate. The biographical description of each teacher provides the reader with a greater understanding of how each school’s INS classroom is facilitated, and identifies what professional, academic and personal traits may be essential for teachers who are assigned to teach ELLs with IFS.

The Enactment of City Collegiate’s INS Classroom

A brief biography of classroom teacher, Maria Diaz

Maria Diaz:

Maria Diaz immigrated to Canada from the Philippines in 1980. She explains how at the age of 13 she was adopted by a paternal aunt who had immigrated to Winnipeg. Her first language is Tagalog and while she was a student in the Philippines she studied some English, however, the focus of her English instruction was grammar and thus she had limited communicative competence of the English language when she first arrived in Winnipeg. When asked about her first educational experience in Canada, Maria described herself as a grade seven English as an Additional Language (EAL) learner in a school without an EAL program. She explained that when she was a junior high and high school student there were no formal EAL programs in Winnipeg, and thus she learned English through submersion into a regular stream academic program.

Maria gained entrance into a specialized university program which was created to support low socio-economic groups who may not easily access post-secondary studies. She described the majority of her university program classmates as Aboriginals and other racialized minorities who were from Winnipeg’s inner-city area. In 1994 she attained a Bachelor of Education degree, majoring in Mathematics and minoring in History; while at teacher’s college, she took the only teaching English as a Second Language (ESL) course that her Bachelor of Education program provided.

Her first teaching position was as a grade 7, 8 and 9 Math and Science teacher in one of Central School Division’s junior high schools. In 1998 she began teaching at City Collegiate where her teaching portfolio included Tagalog language classes, grade 9 and 10 Science classes, grade 10 Consumer Math classes, and a multilevel ESL class. During her first few years at City Collegiate she was the only ESL teacher at the school. Maria explained how in the 1980s City Collegiate had a well-developed and highly acclaimed EAL program, however, during the early 1990s EAL program funding was drastically cut and City Collegiate’s EAL department diminished to one teacher - Maria, who was responsible for supporting beginner to advanced level EAL students.

In 2002, Maria began pursuing a Master of Education degree specializing in Teaching English as a Second Language (TESL). She explained that she was going through a divorce in 2002 and decided to focus on her professional life and pursue a graduate degree, which she thought would be a distraction from her personal life. Her Master’s thesis focused on language attrition, and the implications of first
language loss within the Filipino community. While pursuing her Master’s degree, Maria worked full-time at City Collegiate and raised her four young children as a single mother.

In 2006, Maria was interested in becoming City Collegiate’s EAL Department Head, however, Principal Michel LeClerc asked Maria to be the Intensive Newcomer Support (INS) classroom teacher. Maria explained how Principal LeClerc felt that she was not professionally ready to become the EAL Department’s Head and instead selected her to become the INS classroom teacher. She said she was insulted that she was passed up for the department headship post, and instead the position was given to the school’s guidance counsellor who did not have a professional or academic background in EAL.

Maria became City Collegiate’s first EAL Transition Centre teacher in 2006. In 2008, at the time of this study’s data collection, Maria was teaching two periods in the EAL transition centre, a Tagalog language class, and an EAL Science class. When I met Maria to begin data collection in her classroom she was a single mother living with her four children, ages 15, 13, 10 and 8.

Organization of City Collegiate’s Intensive Newcomer Support (INS) Classroom

Lack of departmental support and teacher’s feelings of unpreparedness.
City Collegiate’s INS classroom is part of the school’s EAL Transition Centre, which is one of four literacy transition centres in Central School Division. Although the EAL Transition Centre is housed in City Collegiate, it is administered by the division and functions semi-independently from City Collegiate’s EAL Department. Maria, the classroom teacher of the EAL Transition Centre, described her classroom as separate from the school’s EAL Department; she explained how her classroom’s funding is allocated by the division through the Intensive Newcomer Support Grant, and how she received professional guidance and curriculum support from Adele Kozlov, the division’s EAL consultant. I asked Maria to describe her classroom in relation to the school’s other EAL programs, and she commented on how she felt isolated from the school’s EAL department. In positioning herself and the EAL transition class within the broader school context, Maria identified her classroom as being at the bottom of the EAL hierarchy and separate from the school’s larger EAL community. In our interview she said: “…there’s the transition centre, that’s me, I’m the bottom, and then there’s the EAL department program, I’m not really part of them. I’m with the (division’s) other transition centres, although
we’re housed in different schools, we are actually kind of like a group of our own.” (M. Diaz, Personal Communication, October 1, 2008). According to Maria, once a month she meets with Adele and the teachers from the division’s three other EAL literacy transition centres. During these monthly meetings, the teachers discuss their students’ needs, share materials and suggest resources for one another. Maria described how each of the four literacy transition center teachers have different professional strengths and insights into the needs of the INS students, she attributed these differences to the diversity in each teacher’s professional background and classroom experiences. Maria spoke about one EAL literacy transition centre teacher who was an elementary school resource teacher for almost 30 years before she was assigned to teach in one of the division’s transition centres, Maria described the teacher as highly knowledgeable about the students’ needs and well-prepared to teach ELLs with IFS. Although Maria did have extensive experience with teaching beginning level EAL students, and was well-versed in second language acquisition theory, and language learning pedagogy, she described feeling poorly prepared and at times overwhelmed to teach students with literacy needs. When describing her students and her feelings of inadequacy to teach the students, Maria reflected on the significant differences between beginning level EAL students and learners without literacy in their first language, she said:

...I would say my beginners then compared to the beginners that I have had for the last three years, they were more advanced in terms of their skills because they could at least read and write, they were able to read the alphabet as opposed to now. Now I have students who can’t read in any language…I don’t have any training in literacy…I just kind of do it as I go along, that’s why I wonder am I doing okay?...Sometimes I think, God am I doing the right thing here? Sometimes I just say: “(Maria) do your best.”
Although Maria could rely on the division’s EAL consultant, Adele Kozlov, and the other literacy teachers for ideas about resources and support in defining student learning outcomes, in our interviews and conversations, Maria often referred to feeling unsure about whether she was adequately meeting the needs of the literacy learners in her classroom and described not having any professional guidance within her school teaching community, which she described as highly individualized. When probed further about her preparedness to instruct literacy learners, Maria commented that she had sought professional development opportunities such as conference presentations that address literacy learners and war-affected refugees, including learning about Ontario’s K-12 literacy programs at the Toronto District School Board’s annual “Celebrating Linguistic Diversity” conference.

Despite Maria’s feelings of inadequacy to teach ELLs with IFS, the school’s principal, Michel LeClerc, commented that he was confident in Maria’s ability to teach in the EAL literacy transition centre class. Principal LeClerc explained that he relies on his department heads to relay information about each department’s operation including its future plans, finances, and curricular resources and cited time constraints as the reason why he does not meet with his teachers regularly to discuss their individual classroom situations. While City Collegiate’s EAL Department Head, Beata Kowalski, met weekly with Principal LeClerc to discuss the school’s EAL program, Maria explained that she rarely spoke about her classroom to Kowalski and did not feel that Kowalski could provide her with any professional guidance, advice or support in meeting the needs of ELLs with IFS. Kowalski, by her own admission, had no professional or academic credentials in teaching EAL, and explained that she relied on her EAL teachers to tell her what they need in terms of resources and support and attends “…workshops and meetings”…
to learn more about EAL (B. Kowalski, Personal Communication, November 3, 2008). When asked how she came to be the EAL Department Head, Kowalski explained that for the past 22 years she has been conducting the intake process for the school’s EAL learners, and through this role as well as her experiences as one of the school’s guidance counsellors, she became familiar with EAL issues and has gotten to know the EAL students and their families. In our interview Kowalski provided the following answer when asked why Principal LeClerc chose her for the position of EAL Department Head:

He (Principal LeClerc) liked what he saw and I’ve been doing it for years so I said, “you know I can’t do this. I don’t have the background.” He said: “yes you do have the background. You have tons of experience. You have the people skills to do this.” I mean he…like I’m a very…i consider myself a very well sort of a warm person, I hug a lot and stuff like that. You know when you’re new when you’re new to the country and everything is so scary it helps I think when you have a person you know that is sort of a little bit more gentler and I don’t know how to describe it but anyway. But he insisted that I do this. And I said I’ll try it and see but I mean I’ve been going to workshops and I have a great, like we have a wonderful department and these teachers tell me what they need. (B. Kowalski, Personal Communication, November 3, 2008).

Both Kowalski and LeClerc refer to the professional competency of their teaching staff and their reliance on the teachers to inform them of their needs, however, Maria along with two additional EAL teachers at City Collegiate described feeling overwhelmed by their teaching responsibilities in relation to ELLs with IFS, and referred to a lack of professional guidance from the school’s EAL department.
The intake process and assessment of ELLs with IFS.
When describing Central School Division’s intake and initial reception protocol of ELLs with IFS, divisional consultant Kozlov, explained that the division’s intake process was consistent in each school; according to Kozlov, Central School Division’s intake process included a thorough assessment of a student’s language ability, prior school experiences and incorporated an interview, which was detailed, time consuming and may require the assistance of an interpreter. When asked about City Collegiate’s intake and reception protocol, Kowalski explained that all newly admitted City Collegiate students met with the school’s Vice Principal, who conducted a preliminary assessment of the students and determined whether they should be in the school’s EAL program. All potential EAL students were then directed to Kowalski, who conducted a formal assessment of the student’s writing and math skills. Kowalski then determined each student’s program and timetable. I asked Kowalski about her assessment tool, and she explained that it was inherited from Kozlov, who in addition to being the current divisional EAL consultant, was the former EAL department head at the school. Prior to her departure from City Collegiate, Kozlov trained Kowalski on how to assess the school’s EAL students. Kowalski continued to use the same assessment tool that Kozlov introduced to the school during her tenure as the EAL department head in the 1980s. Maria described the assessment tool as “…something from the 80s called CELT…” and commented on how other EAL teachers in the school have been vocal about their concerns regarding the appropriateness and reliability of the assessment tool, however, it continues to be used despite the teachers’ concerns that it does not accurately capture the student’s literacy, numeracy or language skills. Kowalski explained that her assessment tool is quick, which she says is necessary since there is continuous intake of students and she processes an average of three new students a day. When asked why she chose her particular assessment tool, Kowalski said:
I found we process so many kids and they want to be in school a.s.a.p. This is probably the fastest way to do it. I mean I’m only one person and I have two jobs and I cannot spend a day per student. It’s impossible. (B. Kowalski, Personal Communication, November 3, 2008).

Both Maria and Jackie Woods, an EAL Math teacher who has ELLs with IFS in her class, explained how they re-assess the students once they are in their class because the initial assessment test does not adequately capture the student’s English ability in different skills, nor does it provide thorough information about the student’s previous educational background or journey to Canada. Maria reassesses the students once they are in her class to learn more about the student’s skills in English and to find out if they have literacy and numeracy skills in their first language. Maria explained how during the first few weeks that the students are in her class, she tries to find out more about their previous schooling experiences. Maria’s main assessment focus was the student’s reading and writing skills; throughout my stay in her classroom, Maria utilized various assessment techniques which helped her determine the placement of each student in one of the three groups in her multilevel class. Additionally, Maria was noted to reassess the ELLs with IFS on a regular basis to decide whether they needed to be placed in a different group within the class or exit the program and move into the regular EAL program.

The Design and Structure of City Collegiate’s INS Classroom

City Collegiate’s EAL literacy transition class is best described as a sheltered multi-level beginner EAL class. The students’ first two periods of the day were spent in the EAL literacy transition class; the first period focused on vocabulary and the second period focused on reading. The rest of the students’ school day depended on the results of their language proficiency assessment. In addition to the two EAL literacy transition classes which Maria taught, the
students were placed in some of the following classes: EAL Math, EAL Science, Physical Education, Computer and Keyboarding. Maria was not aware what other classes the students were in, and commented that she was not consulted on what other classes the students should take or what supports the students might need in their classes outside of the EAL literacy transition classroom. Maria explained that it was left to the discretion of Kowalski to determine the students’ course schedules. Maria voiced her concern that the students were not in literacy supportive environments when they were in their other classes, and expressed feeling particularly worried about the students who are complete beginners and do not have literacy in their first language or a history of schooling prior to coming to Canada, in our interview she said:

…a lot of them go to different teachers, so I’m worried about my non-reader students because they go to different teachers to do their Math and I don’t know what else she (referring to a beginner, non-reader student) takes with the other teachers, but she can’t read so she needs a lot of one-on-one and support. (M. Diaz, Personal Communication, November 3, 2008).

Opportunities for Maria to collaborate with the students’ other teachers may have been beneficial for both the students and the teachers. Through professional collaboration the teachers could support one another in designing lessons for the students, and working towards shared language, content and learning objectives for the students. Additionally, the students could benefit by having lessons in different subjects that overlap in content or language, thus giving students the opportunity to be exposed to information in different contexts, repetition of academic vocabulary and the chance to develop expertise in a topic. Studies by both Kaufman and Grennon-Brooks (1996) and Ardizzone (1997) found collaboration among subject-specific
teachers and EAL teachers to be useful and effective strategy, particularly in cases involving low achieving or high needs students.

**Organization of the INS class.**
Within the EAL literacy transition class the students were arranged into one of three classroom groups: 1) Complete beginners: literacy and numeracy learners without any prior schooling experiences and with no literacy in their first language; 2) Beginning EAL learners: learners with some literacy skills in their first language; and 3) Beginning-advanced EAL learners: learners with literacy in their first language and a history of some schooling. At the start of my observations on October 1, 2008 there were ten students in Maria’s class, by the end of my observations in mid-December 2008 an additional three students had joined the class, and thus there were a total of 13 students in the class. Two of the 13 students in Maria’s class were complete beginners, and did not have any prior schooling experiences or literacy in their first language. Maria relied on an educational assistant (EA) to meet for 40 minutes each day with one of the complete beginner students; the EA and the complete beginner student used a phonics program that was designed for pre-school age students who are learning the English alphabet. According to Maria, the complete beginner student and the EA worked outside of the classroom in a small study room because the student was too self-conscious to work on the program in front of her classmates. The other complete beginner student worked on a phonics program at a computer in the back of the classroom. Four of the students were placed in the beginning advanced group and worked with Tara, the classroom’s full-time EA. The other seven students were in the beginning EAL learner group and worked with Maria.
Pedagogical strategies and learning focus.
Throughout my stay in Maria’s class, I observed the majority of classroom activities to include students working either independently or in small groups on worksheets that focussed on either basic vocabulary activities or beginning-level consumer math activities. A typical day in Maria’s classroom included the students working in their small groups, with either Maria or Tara supervising the group. Maria used materials from textbooks such as “Canadian Concepts”, a textbook that is traditionally used in adult intensive English language programs. She discussed her preference for a textbook such as Canadian Concepts as opposed to a textbook that was subject-specific because the lessons included themes such as the family, the community, shopping and money. According to Maria, knowledge of these themes would support the students’ acculturation into Canada, and with many of these themes the students were able to rely on their prior knowledge and make connections with what they were learning with their own personal experiences. Since the majority of Maria’s students were in the same age category as grade 9 and 10 students, I asked her if she ever consulted the curriculum for grades 9 and 10 and developed lessons that incorporated what the students’ same-age non ELL with IFS peers were studying in their subject specific classes. She explained that the students’ limited background knowledge in different academic topics dissuaded her from using materials that incorporated academic English, and said:

…one year I used this book…it’s supposed to be simple enough but then when I started reading it, I had to explain everything to the students because they didn’t have any concept about what I was talking about because they don’t have the experiences. (M. Diaz, Personal Communication, October 22, 2008).

Maria explained that the focus of her lessons was on learning “survival English”, which she said was the main goal for the students in the class. Both Principal LeClerc and the EAL
Department Head, Beata Kowalski, reiterated Maria’s sentiment that “survival English” skills were the main focus for the EAL literacy transition centre students. According to Kowalski, “survival skills” were the only viable focus for ELLs with IFS. Kowalski commented that it was impossible for the students in the EAL literacy transition class to match their same age peers in learning academic content. When Kowalski was asked to comment on City Collegiate’s INS classroom and to describe the program’s teaching and learning focus, she said:

Well, I think what we’re doing is pretty darned good. I mean there isn’t anything like it anywhere else. How do you take a student that’s 17, 18 years old and has only had maybe four years of interrupted schooling? How do you catch that person up? Number one, you don’t. They can’t. You try and teach them the language and you try and teach them survival skills. That’s the only thing that you can possibly do. (B. Kowalski, Personal Communication, November 3, 2008).

Kowalski defined “survival skills” as the skills needed for daily life in Canada, such as: “…going to the store, buying things, paying taxes, getting a mortgage…making sure that when you get paid you’re not getting ripped off on your paycheque…” (B. Kowalski, Personal Communication, November 3, 2008). Maria emphasized the necessity of teaching “survival English” to her learners in the following statement:

…when they’re in my program the level to focus on for us is learning the survival English language. My hope is that they’ll go out there, outside of this classroom, and at least they’ll be able to communicate with other English speakers and if they want to get a part time job then they will at least have the English skills to work a job that doesn’t require a high level of English. (M. Diaz, Personal Communication, October 22, 2008).
When I asked Maria if she had any aspirations for her students beyond learning basic literacy and numeracy skills in her classroom, she said that time constraints make it impossible for her to extend the students learning to academic language skills. According to Maria, because of time constraints within the classroom and the low level starting point for her students, it was the student’s individual responsibility to utilize their time outside of the classroom to learn what was not provided in the classroom, she said:

With the time that I have with them, can I go beyond basic literacy? No, not really. ‘Cause I only have them for two periods to three periods a day…but they can only learn so much in the classroom and a lot of learning happens outside of classroom time depending on how they spend their time and that’s what I tell them. I tell them that we can only learn so much in the classroom, but for the rest of it, you have to be responsible with your own learning and find opportunities to learn out there. (M. Diaz, Personal Communication, October 22, 2008).

However, when I asked Maria if she taught the students specific study skills or advised them on how to access learning opportunities outside of the classroom, she said that she had not specifically addressed study skills with her students and did not know if the students were attending any academic related after-school programs. Additionally, Maria explained that she did not want the students to take their classroom workbooks home, and instead made each student leave their workbook in the classroom. When I asked Maria to describe the students’ homework activities and to explain her reasoning for not letting the students take their workbooks home with them, she answered:

The thing is that I don’t send any homework home because I know that there are some keeners who want to do everything at home, but I want to see them here because I don’t
know who is doing the work at home, that’s my problem. And also what happens if one person gets ahead and then I’ll have even more levels and as much as possible I want to keep them in these same areas. I know it’s bad but it’s for my own sanity, but it’s so that there won’t be too many different levels in the classroom and the students are doing the same thing at the same time. I know that some of the students want to take the workbooks home, but they lose them and we don’t know what happens. (M. Diaz, Personal Communication, October 22, 2008).

Maria’s reasoning for not allowing her students to take their workbooks home with them, may have limited the students’ English literacy learning opportunities outside of the classroom. While she did let the students keep their notebooks, which they used to copy information that was presented in class, she never provided the students with any specific homework or study skills activities.

During our interviews, Maria discussed the importance of visuals for language learners and particularly for literacy students. In several of my classroom observations, I noted students’ confusion when new and unfamiliar vocabulary was embedded in their reading. Words such as “van”, “tennis”, and “cottage” were presented without any visual representation, and students were quick to ask Maria for clarification when they did not understand a word or phrase. On two separate occasions Maria walked to her desktop computer to search for the word and show the students a visual of the word. The students and Maria would gather around her computer to see the visual. On one occasion during her explanation of a word that was unfamiliar to the students I noticed that Maria drew a picture on a piece of chart paper that was attached to an easel. The easel was shared by Maria and her EA, Tara; Maria and Tara took turns using the easel. It was during this observation session that I first realized that the classroom did not have any
blackboard or whiteboard. Maria explained that it had been more than a year since she had submitted a request to the school’s administration for a white board, thus in the meantime she relied on an easel with chart paper or uploaded an image on her computer when she needed a visual image for her students.

The vocabulary and reading lessons in the classroom rarely gave students the opportunity to read out loud or engage in writing activities that required original or creative input. The reading activities focused on reading sentences that were structurally simple, and required comprehension questions that encouraged students to reiterate the sentence or respond with answers that were either right or wrong. The students were not observed engaging in any personal reading activities, however, during my stay in her classroom, Maria did take the students to a public library for a field-trip and encouraged the students to get a library card and take out a book to read outside of class time. According to Maria, City Collegiate’s library did not have any adequate reading resources for beginning-level readers and the neighbourhood public library had materials that were reading-level appropriate for these learners. However, the material for literacy learners at the neighbourhood public library was not age-appropriate for adolescents and usually too juvenile for the students.

**Socio-emotional Supports Within The INS Classroom**

**A welcoming classroom environment.**

The atmosphere of the EAL literacy transition class was relaxed and welcoming. During my first observation in Maria’s classroom, it became evident that both Maria and the EA, Tara, had personally connected with the students and created a welcoming and caring learning environment in which the students felt comfortable to communicate with their teachers and with one another. During several of my observation sessions, I noted that the classroom was filled
with conversation noise, and the sound of the students’ laughter. The students moved about the room freely, and appeared comfortable to approach their teachers and to travel in and out of the classroom. At times the classroom appeared chaotic, and I was not always sure when the classroom session had started or if the students were on a break. I wondered if the students’ movement and participation in social conversations during classroom time was because they were not accustomed to the school culture and unaware of classroom expectations. During one interview, I asked Maria if she explicitly taught the students about school rules or if she ever discussed with them the behavioural expectations of students in the classroom. Maria acknowledged that there was a lot of movement in the classroom, and the students were easily distracted; she offered the following answer when explaining the students’ behaviour and movement in the classroom and how at times she has to talk to the students about what is appropriate classroom behaviour, she said:

It’s hard for them to focus, and there are too many distractions, they’re doing everything all at once because they’ve never experienced any of it, the socialization, the learning. Sometimes it feels very chaotic in this room, but also I guess we allow it to a certain degree…if somebody just walked into the classroom they would think: “oh geez there’s no classroom management going on right now”…They (the students) just get up sometimes without saying anything and you have to point it out…I know that they’re different when they go to other classes and I know that when they’re here they’re more comfortable, they’re more vocal and more loud. When they’re in their other classes, and they’re with a different group of students, I know they’ll be quieter…not as comfortable. (M. Diaz, Personal Communication, November 13, 2008).
At times it seemed as though the students were not on-task, and required additional guidance on how to focus their attention on their lessons. However, the comfort that the students had in Maria’s classroom was evident, and the students did appear more at ease in her classroom than when I observed them outside of the classroom. The welcoming and safe environment that Maria and Tara had created was also appreciated by their former students. It was a common occurrence for former students to enter the classroom seeking out either Maria or Tara for help or advice. Maria confirmed that former students often sought her or Tara out for assistance on filling out application forms, and asking their advice on academic as well as personal matters.

Outside of the classroom, the administration created additional socio-emotional supports for the school’s EAL population, including: creating an after-school program, and hiring a school settlement worker for their African student population. These supports were lauded by Principal LeClerc and described as opportunities for the students to make social connections with the wider student population, and to seek out professional help and guidance for their adjustment to Canada.

**The after-school program.**
The after-school program took place Mondays to Thursdays and was organized by Jackie Woods, a Math teacher who in addition to organizing the after-school program taught an ESL modified or e-designated Math class. The after-school program was created specifically for City Collegiate’s immigrant and refugee population, and it appeared as though Jackie was chosen for this position because of her professional history which included a one-year teaching stint in a West African country. Jackie described the objectives of the after-school program as a forum to provide support for immigrant and refugee students who may not have support at home to complete homework activities and as an opportunity to provide the students with information
about Canadian culture. Students who attended the after-school program were given a snack, which Jackie explained was necessary since for many of the students it would be the only food that they had all day. Additionally, the students were provided with bus tickets for them to get back home. Jackie explained some of the activities that the students did in the after-school program and the reasons why some of the students chose to attend:

They just drop in and I get about eight to ten people regularly that come. So Monday and Thursday is just designated to homework or whatever they want to work on. There is one girl whose aunt never lets her use the Internet ‘cause she thinks it’s bad or whatever so she just comes to use the computer. I think that’s fine. I’m going to give her that opportunity. And other ones yeah, they always just seem to come to hang out and I think that’s fine too, it’s a safe place. (J. Woods, Personal Communication, November 4, 2008).

Jackie enlisted the help of a university pre-service teacher program to recruit teacher candidates as volunteer-teachers in the after-school program. The volunteers provided the students with homework help and English language support. Jackie also invited guest speakers to the after-school program including someone from a crisis pregnancy centre and a police officer who spoke about street safety and the perils of gang involvement. Jackie chose to make one of the after-school program days a girls-only session, in which the female students discussed issues related to the representation of beauty in different cultures, the sexualisation of women in the media, and female self-esteem. Jackie explained the girls-only session as an opportunity for the female students to freely communicate and feel less self-conscious than they would if male students were present, she said: “…just to give them a chance to be girls and especially ‘cause in some cultures the men and women act differently around each other. So with the guys not there then they can ask questions and not be afraid to be themselves” (J. Woods, Personal
Communication, November 4, 2008). Jackie described wanting to include a sports or physical fitness activity in the after-school program, and mentioned that she was the cross-country team coach and encouraged the female students to join the team. She spoke about the lack of immigrant and refugee females on sports teams and wondered if her involvement as a coach would encourage her students to participate on the cross-country team, in our interview she said:

I just spoke to the EAL girls this morning and let them know that I’m doing this (coaching the cross country team) and that it’s safe for them to come. Like they’ll have me there and not a stranger, but I would love do some kind of aerobics or dance or something fun with these kids too in the after school program. (J. Woods, Personal Communication, November 4, 2008).

Three of the students in Maria’s EAL literacy transition class are in Jackie’s Math class, however, none of the ELL with IFS students attend the after-school program. Jackie explained that she put up posters throughout the school to advertise the program, and she asked each EAL teacher to let their students know about the program. Jackie explained that some of the students had commitments after school including part-time employment, and household responsibilities that made it impossible for them to attend the after-school program. However, Maria alluded to an additional reason as to why the ELL with IFS students were not participating in the after-school program and cited safety and wanting to leave the school’s high crime neighbourhood once the sun had set. Maria mentioned that she personally felt uncomfortable being at the school once the sun had set and although the after-school program provided the students with bus tickets, Maria wondered whether some students did not feel safe to wait at a bus stop in the school’s neighbourhood and preferred to head home while there was still sunlight outside.
The lack of ELL with IFS students participating in City Collegiate’s after-school program appears to be a lost opportunity for the students to take advantage of additional classroom help and support. When Maria spoke about her hesitancy to provide her ELL with IFS students with homework, she mentioned her concern that someone other than the student might complete the assignments. In the after-school program that Jackie organized, the students would be able to receive homework help from pre-service teacher candidates and thus benefit from the advice and support of an educator, as opposed to a sibling, friend or parent, who was unsure how to provide help while still having the student independently complete their homework assignments.

Although both Jackie and Maria cite students’ schedules as well as safety concerns as reasons why the ELL with IFS students did not participate in the after-school program, through conversations and interviews with the students, I learned that many of the students in Maria’s INS class did not know about the after-school program, or understood what the program was about. This failed endeavour to reach out and support ELLs with IFS outside of the INS classroom may have resulted from a lack of professional collaboration amongst the teachers at City Collegiate. In our interviews, Maria candidly spoke about her isolation from the school’s EAL department, and while she did not mention how her isolation might have impacted her students’ opportunities, their lack of participation in the after-school program questions whether they too were isolated from the school’s wider EAL community and if their affiliation with the INS classroom impacted their additional opportunities to benefit from programs and supports outside of the INS classroom.

An African community support worker.

The student population at City Collegiate is ethno-culturally diverse and composed of three dominant ethno-cultural groups: Aboriginals, Filipinos and Africans. To support students’
families’ adjustment to Canada and specifically to their school, the school hired a Filipino community support worker and recently an African community support worker. The African community support worker, Estelle Kayembe, a refugee from the Democratic Republic of Congo (DRC), began working at City Collegiate in 2007. In 2008, Principal LeClerc hired Estelle to work full time at City Collegiate. Estelle’s portfolio focused on supporting the school’s African students and acting as a liaison between the family, school and community. She described her roles and responsibilities to include the following:

I assist students with registration at school, I provide the orientation to new students and mostly I am in charge of students coming from Africa and some from the Middle East…Mostly I am an advocate for parents and an advocate for students and an advocate for the school. I am allowed to go to different houses and the thing that I have seen here is that parents are not coming to school, because they are new to the country and they don’t know the school system and most of them don’t show up for parent interviews, so most of the time I am sending letters, calling their homes, I go door to door, knocking on the doors…I am trying to have some communication with parents, talking to them, and establishing relationships with them and letting them feel that this (the school) is a free space for them and for their children… (E. Kayembe, Personal Communication, October 2, 2008).

Estelle is fully proficient in English, French, five African languages and several dialects that are found in the DRC. Principal LeClerc described the importance of Estelle’s role in establishing relationships with the students’ families, and communicating to parents who may not have the English language skills or the confidence to speak with their child’s teacher. Estelle’s personal experiences include being uprooted from her home because of the war in the
DRC, relocating and re-establishing herself and her children in Canada, and coming to terms with the atrocities inflicted on her and her loved ones during the war. Estelle knew all of the students in Maria’s class, and during my time at City Collegiate, she had spoken to each student and their families. Estelle had the ability, knowledge and skills to provide the school’s ELLs with IFS who were from war-affected refugee background with the professional socio-emotional support that could benefit and help support students who were traumatized during a war. She described knowing what the students had been through, and referred to conversations she had with students who were distraught from their experiences and needed help on how to cope with their past experiences. Both Principal LeClerc and Maria viewed Estelle as providing an essential link to the students and their families and described additional community resources including two prominent refugee settlement service agencies that could be called upon to help students who had significant emotional and psychological problems. However, Beata Kowalski, the EAL department head de-emphasized the impact of trauma and referred to the incidence of trauma-related cases to be rare when she said, “I have been here for 24 years and in that time I only had four students that sort of cracked so to speak. Everybody else somehow copes.” (B. Kowalski, Personal Communication, November 3, 2008). Kowalski also questioned the value of having students re-tell their difficult life experiences, and doubted the division’s motivation in hiring a child guidance clinic worker (CGC) with an African background, and even questioned the creation of the literacy center for ELLs with IFS:

I mean the literacy program is fantastic but to have all those resources and all that money for four or five kids when you have other classrooms that are bursting at the seams like, sometimes I think the division does things for political reasons. But they have no clue as to what goes on in a classroom on a day-to-day basis…Every school has different needs
and these people that sit up there and decide that politically you know, oh yeah this looks really good… I mean the division has now hired an African CGC worker…You know students from war-affected countries, they *(the division)* just don’t get it that when kids come here they don’t want to rehash what they’ve been through. They come here so that they could be so-called normal teenagers…They *(the students)* try and forget what happened. Now whether that’s good or bad that’s another thing but for the time being they just want to be like everybody else…And to have these people come in and want to talk to them and work with them…And you have these people that are forever you know trying to get into their lives that they led in their countries…I think what I am trying to say is that we must respect the silence and simply let the students enjoy their high school years without constantly trying to make them reveal their horror stories from the past. For now, just let them be. *(B. Kowalski, Personal Communication, November 3, 2008).*

Kowalski’s views regarding what socio-emotional supports the students need were somewhat contradictory to the experiences described by Maria. According to Maria, in cases when her former students, who were severely traumatized by their war-related experiences, did not receive professional help or counselling, the severity of their situation was further aggravated and reached levels in which she feared for the safety and well-being of the individual who was traumatized as well as for those around them.

**The Enactment of Park Collegiate’s INS Classroom**

**A brief biography of INS classroom teacher, Jane Fields.**

*Jane Fields:*

*Jane Fields was born in London, Ontario, Canada. Today, Jane is married, has three adult children and lives in the same neighbourhood as Park Collegiate. She has been a teacher in Winnipeg, Manitoba for 27 years. She began her teaching career as an elementary school teacher. During our first interview Jane recalled her first years as a teacher and commented on how her love of language was a*
perfect fit for her role as an elementary school teacher. Jane described how the first few years of her teaching career were focused on developing her Grade Two students’ reading and writing strategies, and creating opportunities for her young students to engage in reading activities. Throughout her career Jane has taken courses at the University of Manitoba; some of the courses Jane has taken include studies in Educational Psychology and Teaching English as a Second Language. Her teaching experiences have also included working as a school guidance counsellor. Since 1992, Jane has been an EAL teacher at Park Collegiate.

Jane worked part-time at Park Collegiate while she and her husband raised their three children. At the time of this study Jane was working full-time in Park Collegiate’s EAL program, her two sons were in their early twenties, and her daughter was in grade 12 at Park Collegiate. In addition to her role as Park Collegiate’s EAL teacher, she was invited to consult on Manitoba’s Ministry of Education’s English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Curriculum Framework, had taught courses in Microteaching in University of Manitoba’s Faculty of Education, and had advised different EAL research groups on issues pertaining to EAL learners in Manitoba.

Prior to the start of my data collection, I informally consulted different contacts in Manitoba’s EAL community about my study and to seek information about potential participants. Almost every individual I consulted suggested that I contact Jane Fields and speak to her about programming for ELLs with IFS. Park Collegiate’s EAL Program was part of the school’s English Department, and while there was no designated EAL Department Head, through my observations at Park Collegiate and in interviews with East School Division personnel, it appeared as though Jane’s role and responsibilities at Park Collegiate made her the unofficial “Head of EAL” at Park Collegiate.

At the time of this study Jane was teaching two INS classes, a transitional English class that was designed for EAL students, and a general EAL class.

Teacher’s feelings of preparedness and support from the school’s administration.
When I asked Jane to describe her path to becoming the teacher for the INS class, she referred to her previous professional and academic experiences as preparing her for her current teaching position. Although Jane often commented that she felt overwhelmed by the amount of preparation required to teach the INS classes, she also described feeling well-equipped to teach ELLs with IFS and reflected on her experiences as an elementary school teacher, her work as a guidance counsellor and her familiarity with adapting resources and explicitly teaching reading and writing. She referred to these experiences as opportunities for her to develop the essential skills and abilities that have prepared her for her current teaching position. In describing how she became the INS teacher, Jane referred to destiny when said the following:
…In a lot of ways I think it’s just pre-destination or something. I think that all the things that I have done educationally and professionally have brought me here…As a young teacher teaching grades 2 to 6 and being interested in language and reading and writing was so critical…also, I worked as a guidance counsellor… I feel that it’s all part of the tapestry of what I’m doing now, the fact that I taught grades 2 to 6, the fact that I’ve taught kids how to read and write…I feel that along with being a guidance counsellor and then coming here to Park Collegiate has really helped to lay a very good foundation for me personally. I would never do something if I didn’t think first of all there’s a passion for it, but also that I would be effective within some framework…I strongly feel that my background has led to this. (J. Fields, Personal Communication, October 2, 2008).

Jane’s colleagues, Park Collegiate’s Principal, Grace Maury, and the division’s language consultant, John Steeles, both referred to Jane’s history as an elementary school teacher and in particular, her experiences teaching literacy as essential in qualifying and preparing Jane to teach the students in the INS class. When describing the ideal candidate for teaching the INS class, Principal Maury explained that a number of personal characteristics as well as professional qualifications were essential. I asked Principal Maury to describe what qualifications or attributes she looked for when hiring a teacher for the INS class, and she said:

…I would look for a person that has a real interest in connecting. I would look for someone who has an understanding of literacy. And when I say literacy I’m talking about the basic level of learning to read, someone who knows how to instruct a child to read, to acquire the vocabulary, the structures to learn to read. Jane has that from her early years’ experience…I would look for someone who has strong organizational skills because you need that if you are teaching in a class with so much diversity…the INS
class is as though you are teaching 30 different lessons because of the level of entry of the students…also, with the group that Jane teaches…these are children with whom you must understand their honour…as you’re instructing them in some early elementary ideas, you need to be aware that they are young adolescents…you must respect their honour… (G. Maury, Personal Communication, October 8, 2008).

Principal Maury did not consider it necessary for a teacher working in the INS class to have specific EAL qualifications, and instead questioned whether EAL qualifications were at all essential when the teacher has experience in instructing language learners as well as an amenable disposition to work with ELLs with IFS. Principal Maury did however, emphasize the necessity for ELL with IFS students to be treated with sensitivity, and insisted that an educator working with ELLs with IFS needed to be acutely aware of how to ensure that adolescent and young adult students feel respected when they are learning content and skills that would normally be learned in an early years setting. Additionally, Principal Maury seemed to understand the complexity of teaching a multi-level class with high needs. When I asked Principal Maury to describe her role in supporting the school’s ELLs with IFS she referred to relying on Jane’s insight and understanding as a professional to inform her about what is required to support her students. Jane confirmed that she felt supported by her administration, and made the following remark about her relationship with her school’s administration as well as with the divisional representatives:

…I’ve had really good support from the division and exceptional support from my administrator. When I go with certain ideas, I feel that people are listening to me and it’s not that they always say yes, but I’m listened to and they take into consideration what my
feeling are about this program and about the EAL students in this school. (J. Fields, Personal Communication, October 2, 2008).

Jane also referred to an occasion when she requested increasing the INS educational plan from one required class each day to two required classes each day, a request which she described as being granted with ease.

The regard for the EAL program at Park Collegiate and Jane’s status as an EAL expert at Park Collegiate was apparent during my observations at the school and specifically when observing Jane’s interactions with subject-specific teachers who sought her out to inquire how they could better accommodate the EAL learners in their classes. Jane discussed the benefit of Park Collegiate’s status as the division’s designated EAL high school, and described a school climate that was welcoming to newcomers and appreciative of the ethno-cultural and linguistic diversity that the student population brought to the school. The EAL designated status of Park Collegiate appeared to contribute to the school administration’s and teaching staff’s awareness about their responsibility to the EAL students in their division and emphasized the school’s position within the division as essential in supporting EALs. While the division’s language consultant, John Steele, recognized the benefit in having designated EAL schools within the division and understood the advantage of a centralized location to meet the students’ needs, he also identified complications associated with centralizing the EAL program. Steele expressed his concern that for EAL students who lived a considerable distance from Park Collegiate, the school was inaccessible to them and thus they were not having their needs met. Additionally, Steeles was concerned that by centralizing the EAL students, a limited amount of support was directed to the non-EAL designated schools that had a significant number of EAL learners.
Park Collegiate’s intake and reception of newcomer students.
To ensure that EAL students within the division were directed to the most suitable program that met their needs, in 2008 East School Division created a newcomer reception program to better facilitate the initial reception and assessment of all immigrant and refugee newcomers in the division. Prior to the creation of the newcomer reception program, Jane was responsible for receiving and assessing the newcomer students who attended Park Collegiate; the newcomer reception program was the division’s attempt to centralize the initial reception and assessment of newcomer students, and to help ensure that families were informed about the various EAL and literacy support programs offered by the division. The division’s newly appointed newcomer reception facilitator was Lisa Jones. Lisa’s responsibilities included: meeting with each newcomer family in the division; assessing the school age students; referring the students to the most appropriate educational program for their needs and informing the division’s families about additional programming for parents who required EAL or literacy instruction. Lisa worked closely with Jane as well as with the division’s language consultant and other EAL teachers, and was provided with a reception protocol that John Steele, the language consultant, created. Lisa chose to consult with another school division in Winnipeg to create an assessment tool for the students; the division with which Lisa consulted had recently created a newcomer reception program that focused on the needs of refugees, and during the time of this study it was deemed to be at the forefront of reception and initial assessment for Manitoba’s newcomers. Both Lisa and Jane explained that the initial reception and assessment protocol usually required the assistance of an interpreter, and sometimes took approximately half a day to complete. Information attained during the initial reception and assessment visit included information about the student’s history of schooling prior to coming to Canada, information
about the student’s family and home life, information about the student’s journey to Canada, and a language, literacy and math assessment.

Jane described the complexity of assessing ELLs with IFS and referred to the assessment of students who do not have literacy in any language as “an Achilles heel” since current diagnostic reading tests are meant for English speaking students who already have vocabulary and a prior knowledge of what is being assessed (J. Fields, Personal Communication, October 2, 2008). After the initial assessment and placement of students, Jane would re-assess the students using what she described as a very basic assessment for students who do not have a firm foundation of academic language or knowledge. The assessment included an evaluation of the student’s familiarity with the alphabet, literacy of basic sight words, and knowledge and recognition of numbers. When a student’s oral English language skills were limited, Jane sought the help of an interpreter to find out if the student recognized the alphabet in their first language, had beginning literacy in their first language and an understanding of basic math skills. Jane’s assessment was done to determine the student’s placement in the school’s EAL program, and specifically the student’s placement within one of the groups in a multi-level class. Jane described assessment as a continuous process, and throughout my stay in her classroom she recorded and tracked each student’s language and numeracy acquisition progress. Jane explained how tracking student progress was not only important for her own understanding about the rate of language and literacy acquisition for ELLs with IFS, but also necessary information that the division needed to maintain and create appropriate programming for ELLs with IFS.
Park Collegiate’s INS Classroom

Introducing the students to school.
The core educational features of the INS classroom consisted of one INS language class and one INS numeracy class. The students other course offerings were dependent upon their language and literacy levels. Beginner level students took two additional language classes, as well as an e-designated subject course such as Physical Education or Information technology. The advanced-beginner level students in the INS class took the two core courses, as well as ESL adapted content classes, i.e. e-designated courses. Jane created each student’s timetable, which she explained were designed based on the student’s language and academic development. She remarked on how the timing of the classes needed to be taken into consideration when creating the students’ timetables since the sequence of classes impacted the students’ overall learning. In one of our interviews she described the process of creating the students’ timetables as follows:

At the beginning of September I spend time sitting with each student and looking at their timetable. They (the students) don’t even necessarily know that they have a course in Semester 1 that really should be in Semester 2 because they need time for their language to develop in Semester 1 that can help them take that course in Semester 2. So, the first few weeks of school are very busy because I want to make sure that timetables are created that have the best potential for growth so when the student gets their timetable in August it’s reflective of the attempt to create what is best suited to the individual. An average Canadian student, if they notice there’s a problem with their timetable, they will come in. An average EAL student won’t, and they may not even realize that the timetable isn’t the best for them as it stands. (J. Fields, Personal Communication, October 2, 2008).
In addition to creating the students’ timetables, Jane explained the necessity to explicitly teach scheduling to the students and described how a student who is in school for the first time needs additional instruction about school specific information and vocabulary; she described the following situation in which she helped a student keep track of his schedule:

You know grade 11 Phys Ed is every two weeks, and even though I had gone over it with him (refers to a student), he wasn’t going to class. He didn’t know it was every other day. We had to sit down and open up his agenda book and make sure he knew that it was on Day One. How do kids who have never been to school before know what Day One, Day Two is? So for September and October in his agenda book, the same with Esther (referring to a female student in the class), we sat down and I had them write, “Gym” on all the Day Ones. I told them to come back at the end of October and we would write out all the November and December dates for Gym. Now they know where they need to go on their Day Ones, on their Day Twos. (J. Fields, Personal Communication, October 2, 2008).

Jane’s awareness about the importance of explicit instruction regarding school-related information and procedures, such as timetabling, acknowledged the students’ lack of familiarity with the norms and mores of schools and highlighted the necessity to support the students as not only language learners but also as individuals who were school students for the first time. To ensure that the students were supported in their non-INS classes, Jane scheduled a para-professional (also referred to as an educational assistant) in every class that had an INS student in attendance, she also made sure the ELL with IFS students utilized their spare period as a study period. She described her method of scheduling as follows:
A para-professional will be with those four or five students in their consumer math class and the science 20E class and in Period 5 they don’t have a class and there is not an EAL class and I write down on their timetables that they have a class and they come to this classroom and have study time. She (referring to the para-professional) can help them with their math questions and she can help them with their science… (J. Fields, Personal Communication, October 2, 2008).

Additionally, when planning the students’ timetables, Jane described the importance of considering the students’ long term goals and academic aspirations. She spoke about planning for each student’s future and strategically choosing courses that would assist them in reaching their long term goals. When I asked Jane about the students’ future academic opportunities and their interests outside of the classroom, she described how she tries to get to know the students as soon as they are in her classroom so that she can create an educational plan for them that helps them work towards their academic and professional goals. Regarding her strategy to support her students’ long term goals she said the following in our interview:

…I start planning long term. For the kids who have a potential to graduate, but don’t have super strong language skills, I try to do two things. Number one, I have to figure out, what can some of their elective courses be when they are in grade 10…So, when I would register students, I would always find out what kinds of things they like to do, because I need to know more than just EAL or math…The other thing I try to do is to try and plan out and circumvent some of the potential roadblocks…Okay Student A, come grade 12 year, there will be some grade 12 credits that will be too difficult for them because of the specific vocabulary…so I try to think, what can maybe be a feeder to give them the skills to go into that course?…if they have a dream, I need them working
towards the skills that they’ll need to achieve that dream…(J. Fields, Personal Communication, October 2, 2008).

Jane’s strategizing skills were intended to create opportunities for her students that extended beyond their time in her classroom or at Park Collegiate. During my time in Jane’s classroom, I noted occasions when she inquired about other high school and adult education programs which her students might be eligible to attend once they ran out of time at Park Collegiate. An adult education program in the same neighbourhood as Park Collegiate and administered by the division had recently created a literacy and numeracy program for newcomer immigrants and refugees with interrupted schooling. The adult educational program became an option for many of the students in Jane’s INS class, who because of their age, were running out of time in their high school programs. Jane described introducing the adult education program to former students and informing parents about the adult program option when students were close to reaching the age limit in a high school program yet still in need of literacy and numeracy support. Although the students in the INS class were grouped together, and had similar schedules, Jane was aware of each student’s long term goals, their interests, as well as their aptitudes and abilities. Her insight into each individual student, her commitment to get to know her students, and her skill in seeking out academic and professional opportunities for her students revealed her desire to help the students attain their long-term academic and professional goals.

**Classroom activities and teaching strategies.**
The INS class was a multi-level sheltered class with two defined groups. Group One was composed of three beginning level literacy students who worked with Jane’s educational assistant, Diana, while Group Two was composed of six advanced-beginner literacy level students who worked with Jane. Jane limited the number of students in the INS classroom to ten,
and at the time of data collection there were nine students in the class. During my observations, I noted the consistency of classroom activities and Jane’s establishment of a predictable classroom routine for the students. Park Collegiate’s INS class is best described as a group of language and literacy rich academic preparatory classes created for entrance into a regular high school program. Key features of the classes included: a predictable routine; opportunities to work one-on-one with either the teacher or the educational assistant; instruction of study skills; and classroom lessons that were academically challenging, visually stimulating and language rich.

_A predictable classroom routine._

Each day Jane started the INS class by calling out the attendance list and greeting each student; Jane would call out each student’s name, make eye contact with the student, say hello to them and often include a remark such as “Nice to see you today” or “Looks like you’re ready to get started”. She then reviewed the day’s announcements, and reminded the students about any upcoming events that might impact their schedules, such as ending the school day early because of parent-teacher interviews, or a reminder that students who were interested in driver’s education needed to hand in their forms by a certain date. The announcements were also written on the white board at the front of the classroom, and a symbol or a picture that illustrated the announcement sometimes accompanied the text.

Following the attendance check and the day’s announcements, the students moved on to describing the day’s weather. During the weather activity, a student was called to the front of the classroom, described the day’s weather and wrote down on the white board the day’s temperature. The students in the class recorded the day’s temperature, and the timings of the day’s sunrise and sunset. Jane explained that the intent of this activity was to collect data for an upcoming graphing assignment. She was planning on teaching the students about graphing and
analyzing patterns, an academic skill and concept that she felt they would utilize throughout their academic careers. In addition to the graphing activity, additional classroom activities also incorporated skill building and were noted to occur in almost every lesson that I observed, these included: referencing activities, i.e. the use of a dictionary or atlas; using a computer to create files, to type information or to print information; skills developed in group work and pair activities; and activities that developed students’ presentation skills.

**Individualized attention activities.**

Part of the students’ daily classroom routine also included a reading period. The students read silently for approximately ten minutes each day. The students in the advanced-beginner literacy level group chose their reading material. Some of the reading materials included biographies of famous people, such as Muhammad Ali, texts that were part of the Grade 9 English course list, or texts that were used in other subject specific classrooms. According to Jane, all of the students were eager to develop their reading skills and some students were insistent that they were ready to progress to a non-EAL program. Jane was careful not to extinguish the students’ future academic desires, however, she recognized that some of the reading texts that were intended for grade 9 non-EAL students required pre-requisite knowledge that in some instances was culturally specific or made references to Canadian history that was still unfamiliar to the students. The students’ reading period was an opportunity for students to develop their reading skills using materials that they considered to be interesting and engaging, and to read material with the support of their teacher. Each student would be called to Jane’s desk at one point during the silent reading period, and for one minute the student would read out loud to Jane. The one-on-one reading session afforded Jane with an opportunity to support, monitor and assess the students’ reading. The three students who were part of Diana’s group
focused on the sounds of letters and the pronunciation of words. These three complete beginning level students would read out loud the sentences that Diana wrote on the blackboard, discuss the meaning of the words and then copy them in their notebooks. Diana’s students would also type out the sentences and words on one of the classroom’s computers. When I asked Jane about the process of reading and developing the students’ vocabulary, she emphasized the importance of memorizing frequently used words, and commented on the necessity for students to memorize sight words for homework; she described the ability to recognize sight words as empowering for students and a confidence builder.

An additional part of the students’ INS classroom routine was a letter writing activity in which the students would write Jane a letter every Monday. The students wrote about their weekend activities, their feelings, and sometimes reminisced about their lives before they came to Canada. The three students working with Diana received her help on how to compose their sentences for the weekly letter activity. Jane replied to the students’ letters each week and described the exercise as an opportunity to get to know her students as well as to encourage them to extend their vocabulary.

**Developing students’ study skills.**
In addition to utilizing the letter writing activity as an opportunity to develop and build relationships with her students, the letter writing exercise was also an opportunity to focus on the students’ spelling. To support the students’ vocabulary development and their spelling, Jane had the students create personal dictionaries that included words that the students used when writing their letters; each dictionary was unique and represented each student’s personal context. Jane gave details about the letter writing activity, the creation of personal dictionaries and her method of error correction for ELLs with IFS when she said:
For a new student with little language such as Gloria, I read what she writes with the support of Diana, and then reply to her. I use as many of the words she used in my reply. Then for the other students who have been with me for a while, I then take this as an opportunity to focus on spelling words. I choose the words that the student uses consistently that I feel they need to start studying...So, for example when he gets this letter back on Monday, the first thing Yared will do is read what I wrote, and then I want him to go into his small alphabetized book, his dictionary, and go to for example F, and the first part are words like forecast, they’re vocabulary words he has already recorded. Then I encourage him to go to the F spelling page and write friend, if for example he had misspelled it...if he writes brother over and over again, he needs to know the correct spelling, it’s part of what he writes to me every Monday, and if he doesn’t learn the correct spelling then he won’t recognize the mistake. First language learners they learn to spell when they learn to read because subconsciously they begin to see the words on print, these kids don’t have that advantage... (J. Fields, Personal Communication, October 2, 2008).

Jane emphasized that the focus of the letter writing was communication and not spelling or grammar; however, she did encourage the students to utilize their personal dictionaries and identified the students’ dictionaries as a study resource for students when they were outside of the classroom. On several occasions during my classroom observations I noted how Jane would tell the students that Sunday to Thursday evenings were their opportunities to study which included completing their assigned homework activities, as well as reviewing their dictionaries, and reading over their classroom texts and worksheets. The students’ personal dictionaries were not limited to English and they were often encouraged to write definitions in their first language
and to orally express themselves in their first language when they were learning a new concept. When discussing the importance of reviewing the new vocabulary and the use of the students’ first language in learning, Jane said:

I tell them when you’re on the bus take out the book and read the words, when you’re watching TV and it’s a commercial take out your book…And guess what, it makes a difference. Then when you’re in science class, and you don’t want to take this out, but you know that there are a few words that you need to focus on, write them on a paper and when you get home write them down in the book…If they’re fluent in another language, then they don’t have to write a definition in English, they can translate it in their first language…The kids in the INS class are expected to make strong use of this dictionary book, but I have many of my EAL students use this technique as well…(J. Fields, Personal Communication, October 2, 2008).

Jane commented on how she felt it was her responsibility as the teacher of ELLs with IFS to introduce the students to study skills. She referred to the importance of establishing opportunities for the students to perform homework tasks such as creating dictionary entries or writing a letter about their weekend activities, and described them as manageable activities which the students could do without the help or support of a parent or teacher. In addition to assigning the homework tasks, Jane also remarked that the teacher needed to check to make sure that the tasks were completed and to find out not only what the student studied but also how they studied. She stressed the importance of students establishing a study routine outside of the classroom, and her responsibility to help create and support the routine.
Academically challenging, visually stimulating, language rich lessons. A considerable amount of Jane’s preparatory time was spent locating, creating and adapting materials for the INS class. Jane wanted to ensure that the materials she used in the INS class were age-appropriate and not condescending to adolescents and young adults. She commented on how beginning level reading materials were often created for young children and not adolescents, and thus she sought to find and create reading materials that were appealing to the students, both visually and content-wise. Jane commented on the need to keep the students interested in the school materials, and the importance of creating materials that were engaging and intellectually stimulating. Although the readability of the materials were for beginning level readers, in many of my classroom observations I noted that the lessons’ content included themes that would be found in a mathematics or science class, such as ecosystems, measurement, and the water cycle. The themes Jane chose to present to the students were often somewhat familiar to students, however, the academic vocabulary used and the details about the topic were often new and unfamiliar to them. Jane presented each topic with an introductory discussion, highlighting and explaining new vocabulary, created a series of worksheets to accompany the topic and utilized some sort of a visual such as a picture, model, demonstration, or film to support the presented topic or theme.

One example of Jane’s presentation of a theme-based lesson was the lesson that focused on the habitat of spiders. Prior to Jane’s classroom presentation, the students were given a handout about spiders, which they were expected to read prior to the lesson. The handout instructed the students to first fill out a series of questions about spiders, review vocabulary that would be included in the reading, and then read the “Spiders” write-up. In addition to the handout, Jane wrote the same instructions on the whiteboard, and reviewed what the students would need to do before they read the handout. To support the presentation, Jane created a
model of a spider sticking to a web. She attached two sided sticky-tape to the spider to demonstrate the natural adhesiveness which is found in spiders. A lively class discussion followed the reading activity and presentation. The students appeared keen to describe different species of spiders, commenting on their own experiences seeing spiders in Canada and Africa. During the classroom discussion the students used terms such as prey, predator, web, and adhere. This lesson was one example of Jane creating opportunities for students to engage in a topic, i.e. spiders, in which the students were already somewhat familiar with the topic and able to speak generally about it in terms of their own personal experiences and prior-understanding about spiders. The lesson was an opportunity to extend their knowledge and language to an academic context by presenting new vocabulary and information that would expand their understanding about the topic. In subsequent lessons, such as when the theme was ecosystems, the students had additional opportunities to utilize the terms prey, predator, and habitat. When I asked Jane to describe how she created the INS classroom curriculum she referred to teaching through themes, and her conscious effort to utilize strategies such as vocabulary repetition, and information scaffolding in the lessons. By teaching through themes, repeating academic language in different contexts, and scaffolding information, opportunities were created that encouraged the students to utilize academic language and knowledge in both classroom discussions and in reading and writing assignments. Jane described her process of creating lessons for her students, including how she selected readings and presented them to her students when she said:

…number one I think they need to know that I respect the fact that they’re not little kids. Even if I photocopy things, I try to make the print a bit smaller, even let’s say for some of the content area readings. I think that they should be reading real things at this age if they can, once they’re able to work towards that but they need the support so you have to
very carefully choose. You have to get a sense of the readability of the passage, choose what you give them that…would be interesting for the kids to read…I’m not saying that they would choose to read…spiders and they’re not going to go to the library and get a book on that, they’ll want to be reading whatever, but an effort is being made to choose material carefully and with a greater purpose in mind, and I think that’s part and parcel of the respect for the students. (J. Fields, Personal Communication, October 23, 2008).

In addition to teaching through themes, Jane sought the advice and support of her subject-specialist colleagues when lesson planning. She explained that a science or math teacher could help her identify the specific pre-requisite language and academic skills that a student would need to succeed in a non-EAL supported classroom. Jane’s strategy to utilize the expertise of her colleagues was one way for her to ensure that she was adequately preparing her students for their academic courses. In an interview she referred to this strategy and explained her reasoning for seeking out the expertise of her colleagues, she said:

I was talking with the Math Department Head because I wanted to make sure that I’m preparing the small group of students who will be in the Consumer Math class next semester. I wanted her direction…I wanted her to let me know what things she felt would be most important for me to review with them or to teach them, because I don’t know everything…If I know they’re going into the Consumer Math class, what do they need to prepare them?…I want to know do they have the pre-calculus math skills, do they need them? If they don’t then do they have the foundation for developing those skills? If they don’t have pre-calculus, but they have a good foundation of Math then they’re not going to struggle with the Math, they can concentrate on the language that the teacher is
using and that then builds a firm foundation for grade 11… (J. Fields, Personal Communication, October 23, 2008).

Jane’s primary focus appeared to be teaching the students how to read, and specifically reading for an academic purpose. In every class which I observed the emphasis on developing students’ academic language and academic skills was apparent.

Socio-emotional Supports Within the INS classroom

The teacher-student and teacher-parent relationship.

During my first official visit as a researcher in Park Collegiate’s INS classroom, I noted the connection that both Jane and Diana had with the ELL with IFS students. It became a common occurrence to witness either a current or former student approach Jane before the start of class to seek out her assistance or advice. During the period of my observations in the INS classroom, there were several times when either Jane or Diana was invited to an event that was somehow personally significant to a student. On one occasion a former student invited Jane, Diana and their respective spouses to her wedding. Additionally, two former EAL students who had moved into the school’s regular stream program asked Jane to attend their upcoming football game. The two former EAL students were on Park Collegiate’s varsity football team and wanted Jane to be a part of an important event that was often times attended by a player’s parent. When I asked Jane if she felt that she was a parenting figure to the students, she reflected on the many roles and responsibilities that she has as the teacher in the INS classroom, and identified the importance of establishing a personal connection with the students, yet still maintaining a professional space. Jane explained how the students recognize her commitment to their education, which in turn helped to create a mutually respectful relationship. She said:
If the students know that you’re organized and dedicated to their learning, it helps create the relationship with the students, because they know what you expect as the teacher. They know what they’re supposed to do, they know that if there’s a situation that’s extreme that the teacher will step in and help. I think all of that is part of establishing respect with students, and them seeing that you’re a person but you have a bottom line, and that you’re the teacher, I’m not a dictator, I’m not your buddy, I’m not your friend. When I share in their joy about something, it’s like “that is so fantastic”... for them to understand that I’m proud of them, that I respect the learning that’s going on... (J. Fields, Personal Communication, October 23, 2008)

Jane’s connection to her students extended to their home lives. She made a conscious effort to know what each student’s home situation and life outside of the classroom was like, including where they lived, who they lived with, and how they spent their time after school. Jane had either met in person or had spoken over the telephone with each student’s parent or guardian, and had created a relationship with the students’ families so that parents and guardians were contacting Jane when they had a concern or question about their child. Jane relied on the help of interpreters in situations when the parents were not confident in their English language skills; in one case a parent chose to have a trusted family friend who was proficient in English accompany him to parent-teacher meetings, and to call Jane on his behalf when he had a concern about his child. Jane explained that the relationships she has with the students’ families is somewhat unique and attributes the bond she has with them to the structure of the INS classroom and to the high needs of the students. Additionally, she recognized that many of the parents have anxiety about what the future might hold for their children and thus they are as eager to establish a relationship with Jane as she is with them. Jane spoke about her relationship with her students’
parents and remarked on how she is able to establish a close connection with students’ families since she is the primary teacher and main school contact for the ELLs with IFS. In an interview she said the following when discussing the relationship she has with her students’ families:

I don’t have the same relationship with all parents in my EAL classes…this is different…if I think back to when I was an elementary teacher, my elementary kids would have the same teacher all day, sure they have the specialty teacher, they have the gym teacher, the French teacher. But, here you really create an atmosphere of being in a family because you’re together all the time, and I think that’s what happens in the INS class, and I think it is different…I think this is special and I think it’s because also the parents are really worried…So, I think that part of it is almost a family environment gets established and there’s more opportunity to have contact with parents... (J. Fields, Personal Communication, October 23, 2008).

Jane further elaborated on the benefit of having a relationship with the students’ families when she spoke about the positive impact that a home visit can have on a student, she said:

…but I think that you can’t underestimate the power of having a chance to be in a kid’s home and that sticks with them too. Oh yeah, my teacher was at my house and did meet mum and I think in terms of the students that I have here and the contact that I have had with families…I think it’s just creating such a positive scenario for the individual because they feel important to someone. (J. Fields, Personal Communication, December 1, 2008).

In addition to the relationship Jane developed with her students and their families, additional socio-emotional supports for the ELL with IFS students included the creation of specific programs, services and activities that were intended to welcome the students and make them feel a part of Park Collegiate’s student body. These programs and activities included a peer tutoring
program in which an EAL student is paired with a non-EAL student who has a high aptitude in the subject that the EAL student requires additional support, as well as a weekend soccer club and several additional social activities.

**Extracurricular activities for the INS students.**

*The weekend soccer club.*

To learn more about the weekend soccer club, I met with Marianne Suzuki, an EAL teacher at Park Collegiate and the head of the school’s international student program. Marianne created the weekend soccer club when a group of international students expressed an interest in playing soccer. According to Marianne, the teams were predominantly composed of regular EAL students until last year when a student in the INS class expressed an interest in joining the club, and eventually found a spot on one of the teams. Marianne explained how initially the INS students attended the games as observers rather than players; however, this year she has found that more INS students are participating as players. When Marianne spoke about the soccer club, she described the advantageous opportunity it presents to help foster relationships between the ELL with IFS students and the students in the regular EAL program. As well she expressed her commitment to ensuring that the ELL with IFS students are fully included in the club, and are not relegated to the sidelines. In discussing the soccer club, she said the following:

…what I’m finding this year and last year too with the INS kids even if they don’t want to play they want to come and be part of the audience and that kind of thing. So this year there’s more of the INS students that are joining teams. They’ve actually got a team with few of the INS together and some of the EAL kids too...And you know the ones who aren’t playing are coming to watch…and they’re talking with the other kids that are in the audience. They’re talking to the other team members…And so it’s a slow process…like
it’s not something that happens instantly like Canadian kids…they’ll just come and whatever. My biggest thing is that I want to make sure that they feel comfortable with the team, comfortable to be there as an audience member and that they are an integral part of the whole league…that they’re not on the periphery. I want to make sure that they’re right smack center in the action. (M. Suzuki, Personal Communication, November 6, 2008).

Marianne viewed the soccer club as a way for the school to include and welcome the INS students and described additional ways the teachers were attempting to welcome the ELL with IFS students, such as opening up the school gymnasium on Sunday evenings for badminton practice and starting a basketball club that will be organized similar to the soccer club. While Marianne recognized the importance of supporting a student’s academic development, she also commented on the necessity of creating social opportunities for the students, which she felt were created by these different activities. Additionally she suggested that participation in a school activity such as the soccer club or the badminton practice could lead to students feeling more confident to pursue additional extracurricular activities and to develop relationships with students who were not part of the EAL program.

**The “creation” of friendships.**
Additional social activities for the school’s EAL population included a program called, “Friends Around the World”. The “Friends Around the World” program was created when a student enrolled in Park Collegiate’s International Baccalaureate (IB) program attended the same church as a student in the EAL program. The EAL student’s father told the IB student that his daughter liked Park Collegiate, however, she did not feel connected to the wider school community and wondered how she could become friends with “Canadian” students. In an
attempt to help facilitate social connections for the EAL students, the IB student organized a series of social activities that took place during the students’ lunch hour. The activities brought together students from the EAL program with students from the IB program. Jane explained how a grant, which they applied for and received from the United Way, helped to fund additional activities such as an off campus barbecue and an evening of bowling. Jane referred to a letter that was written by a former EAL student who described the benefits of the “Friends Around the World” program; the student wrote: “it was so nice to walk down the hall and have someone to wave to or to know someone in my class.” (J. Fields, Personal Communication, October 23, 2008). During my time at Park Collegiate, the “Friends Around the World” program was dormant, however, Jane said she was interested in resurrecting the program and spoke with the resource teacher to find out if any of the IB student needed to volunteer as part of their community service hours, and could thus dedicate time to help organize and participate in the program.

According to Jane the “Friends Around the World Program” was an initiative that helped build a community within the school, and helped in building bridges between the EAL and non EAL students. Additional social activities designed for the EAL students included a pizza lunch that was organized by the school’s alumni association and outings to a neighbourhood pizzeria that Jane coordinated. These programs and activities reflected the conscious effort made by the school to create opportunities for the students to feel a part of the school community.

**Supporting learners with emotional-trauma.**

In situations when a student’s psychological or emotional state required professional help, the school utilized the services of a local settlement agency that specialized in supporting refugee youth. Jane described having contacts at various social service agencies that she would
be able to access if she felt a student required professional help to overcome a serious psychological or socio-emotional challenge. Additionally, Jane would tell the students that the school’s guidance counsellors could help them if they were having a serious problem and needed to talk. On more than one occasion Jane remarked on the importance of looking at the “whole student” and providing a “holistic” educational experience that not only supports the students’ linguistic and academic development, but also their social and personal growth.

**Discussion and Summary of the Enacted Stage**

The primary focus of both INS classrooms was to develop the ELL with IFS students’ literacy and numeracy skills. While the learning focus was similar, the two teachers’ classroom methodologies were significantly different. As well, in analyzing the two classrooms I identified two contrasting teaching contexts and drastically dissimilar long term aspirations for the two groups of learners.

**Feeling confident to teach beginning level literacy learners.**

Within each INS classroom, the teachers recognized that reading was the essential skill that they needed to focus on, and concentrated their lessons on reading activities. However, the students at Park Collegiate were presented with a range of reading materials that incorporated both conversational and academic language. Additionally, the opportunity for students at Park Collegiate to read one-on-one with their teacher appeared to be one of several effective strategies that were used which allowed the teacher to monitor and support the students’ reading (Ohi, 2007). Jane’s experience as an early years’ teacher familiarized her with literacy development and helped prepare her for her current teaching role. Despite Maria’s experiences teaching beginning level EAL learners, she did not have any experience teaching literacy learners, and had never taught reading or writing to complete beginners. Maria identified the significant
difference between her current students’ language and literacy proficiency levels to previous students, with the former having some literacy in their first language and thus able to read. This identifiable variance resulted in Maria feeling ill-prepared and overwhelmed to teach her current students. While Jane acknowledged feeling overwhelmed by her responsibilities as the INS teacher, she did not feel ill-prepared like Maria. Maria’s unfamiliarity in teaching literacy appeared problematic for her as a teacher and for her students who required more structured reading lessons and in particular, instruction in reading strategies that would promote independent reading. According to Ohi (2007), a teacher’s understanding and ability to teach reading are directly correlated to their professional experiences to teach reading, thus knowledge about teaching reading is mainly acquired through practice. While Jane’s professional history included teaching reading, Maria’s previous professional experiences never included literacy instruction or teaching reading. Unlike Maria, Jane felt competent to teach reading, could identify which reading strategies would benefit her students and utilized early years’ teaching practices that supported literacy development in true beginning readers.

The role of school administrators in managing their schools’ EAL programs.
A further apparent challenge to the overall quality of City Collegiate’s INS classroom was the administration’s management of the EAL program and in particular the Principal and EAL Department Head’s views about second language acquisition (SLA) and literacy development. Although the INS classroom is designed to be administered and facilitated by the division so that a change in school leadership would not impact the classroom’s existence, there still appeared to be a need for school-based administrative support and direction because of the class’s location within the school and the high needs of the learners. Additionally, an understanding of the knowledge and skills needed for teaching EAL, and specifically literacy,
seemed to be lacking within this context (Bashir-Ali, 2003; Nieto, 2002). Both LeClerc and Kowalski described their own personal experiences as ESL learners and reflected on their first schooling experiences in English-speaking schools which did not have any formalized EAL programs. Neither LeClerc nor Kowalski felt that they had experienced any hardship as non-English speakers in an English only environment and referred to not knowing English until they entered school as a non-issue with no major impact on their academic opportunities. While English was not their first language, they both referred to having a home environment which was literacy rich and thus their first language could be utilized as a reference point for second language learning (Foster, Lambert, Abbott-Shim, McCarty & Franze, 2005; Walsh, 1999). Their language development in both their home language and in English as well as their learning experiences exemplifies Thomas and Collier’s (2002) findings that a student’s proficiency in their first language supports their English academic language development and acts as a foundation for language learning. Although both LeClerc and Kowalski were aware that current EAL learners had additional challenges that they themselves did not have, their ease with learning English and their own personal experiences as second language learners may have contributed to their views regarding the specific academic and professional competencies required to teach EAL and in particular, to teach literacy. Both LeClerc and Kowalski referred to their confidence in Maria’s professional capacity to supports ELLs with IFS, however, their own insight and understanding about language acquisition appeared to influence their decision making regarding the INS classroom, and specifically, their placement of Maria as the teacher for this program. In reference to the professionalization of ESL, Edstam (2001) identified how mainstream teachers who lacked knowledge of SLA issues were unaware of what the ESL teacher’s role encompassed and at times diminished the work of the ESL teacher. Furthermore, a
general understanding about the professional competency of EAL teachers appears to be at issue in Manitoba since there are no specific required academic qualifications needed to qualify as an EAL specialist in the K-12 classroom in Manitoba. Thus, EAL classrooms in Manitoba and in the case of this study, INS classrooms, could be taught by individuals without any formal academic or professional qualifications beyond a general Bachelor of Education degree (Manitoba, Education, Training and Youth, 2002).

**The emphasis placed on academic development in the two classrooms.**

An additional distinct contrast between the two INS classrooms was the level of academic rigor found in each classroom. Jane attempted to incorporate academic language and content learning that would support her students’ long term academic and professional goals. While Jane recognized that not all of her students would pursue post-secondary studies and understood that some of the students in the INS class would require entrance into an adult literacy program once they left Park Collegiate, she described her INS classroom as creating a foundation for her students’ learning and eventual academic and professional pursuits whatever they may be. Unlike Park Collegiate’s INS classroom which incorporated subject matter content and learning strategies that were part of the regular high school curriculum, City Collegiate’s INS classroom focused on teaching the students “survival skills” and neglected to provide academic-rich learning opportunities for the learners. Additionally, Kowalski’s low expectations regarding the ELL with IFS students’ future endeavours and in particular, her prediction that the INS students would not be able to graduate or pursue post-secondary pursuits, contrasted the views of the administrators and teachers at Park Collegiate who felt the learners could achieve high school graduation requirements but at a different pace than students in a regular EAL program. While Maria was a compassionate and caring educator, her classroom practice did not
make connections with the mainstream curriculum, and instead focused on developing the students’ conversational and non-academic language learning. Both Beata Kowalski’s and Maria Diaz’s outlook regarding the educational focus of the INS class and the future endeavours of the students corresponds to the teaching practices found in Roxas’ (2010) study in which low teacher expectations of refugee students resulted in students receiving high school diplomas based on effort grades as opposed to academic achievement. Similar to the teachers described in Roxas’ (2010) study, both Maria and Beata had sincere yet misplaced intentions regarding their ELL with IFS students. A teacher with low expectations of their students’ abilities may view the student’s future opportunities as limited; this is particularly problematic in the case of newcomer immigrant and refugee students since many learners who are new and unfamiliar with the requirements needed to attain post-secondary studies and professional designations are dependent on their teacher to guide them on how to attain the necessary skills, abilities and knowledge needed to achieve academic and professional success (Kaprieleian-Churchill, 1996).

**Decisions Made at the Envisioned Stage that Impacted the Enacted Stage**

The enacted stage describes the two INS classroom teachers’ pedagogy, the curriculum focus in the two INS classrooms, and the two schools’ efforts to welcome and support ELLs with IFS. Findings from the enacted stage revealed how the INS classrooms’ visionaries and developers’ initial planning decisions were implemented in their environments. Upon reflection of the visionaries’ initial decisions, I recognized the impact that specific choices made by the INS classroom creators, i.e. the Ministry consultants, and the two school divisions’ developer teams, had on the teachers, the classroom environments, and in operationalizing the INS class in the school.
The most significant initial decision by the visionaries that impacted the enactment of INS classrooms was the choice of whether or not to include the INS classroom teacher in the planning stage, and the influence that this decision had on the role of the INS classroom teacher and her position within the larger EAL program of her respective school. East School Division’s INS classroom developers included Park Collegiate’s INS teacher, Jane Fields, as part of East School Division’s planning team. Jane, along with other EAL teachers in East School Division, contributed to the division’s INS grant proposal and the process of envisioning the division’s INS classroom. At the start of the planning stage, Jane along with her fellow East School Division’s proposal collaborators decided that she would be the INS classroom teacher because of her experience as an EAL teacher, her confidence to teach ELLs with IFS, her interest to teach ELLs with IFS and since she was already teaching a similar group of students at Park Collegiate, the division’s only EAL designated high school. Jane’s vision in designing, organizing and structuring the INS classroom was included in the earliest stage of developing the ELL with IFS students’ educational plan. By including Jane’s voice in the planning stage, she was able to contribute to the decision making process and share her views and eventually put into practice the following aspects of the INS classroom: 1) the initial identification and assessment of ELLs with IFS; 2) the supports available both in and outside of the classroom to ELLs with IFS; 3) the schedule and timetables of ELLs with IFS; 4) and the future professional and academic opportunities available to ELLs with IFS when they are past the age of eligibility to be in a K-12 program. During my observations at Park Collegiate, I learned that Jane was viewed by her school’s administrators and fellow teachers as an expert in the area of EAL and INS instruction, and was sought out by her colleagues to provide guidance and input on how they could better support the school’s INS community. In turn, Jane felt confident to collaborate with her
colleagues, and reach out for support to the subject-specialists in her school, her administrators, and to those that were coordinating the adult education literacy programs in the division. At the envisioned stage, I recognized Park Collegiate to have a coordinated school-wide effort to implement the educational plan for their INS students, and saw Jane as essential to the enactment of the class, as well as essential to the overall vision of the division’s educational plan for their ELLs with IFS.

In contrast to Jane’s role as a contributor to the initial design of her division’s INS classroom, Maria Diaz, City Collegiate’s INS teacher, was left out of the planning process and appeared to not have a voice in school-wide decisions that were made about the INS students i.e. in their initial assessment, their timetables, and what supports they required in non-INS classes. Additionally, Maria was assigned to teach the INS class, despite vocalizing to the school’s principal that she felt ill-prepared to teach literacy learners. By not including the INS classroom teacher’s views and perspectives at the planning stage, Central School Division’s INS classroom developers may have contributed to the apparent micro-management of City Collegiate’s INS classroom, and diminished the value placed on the INS teacher’s perspectives about how to best meet the needs of the division’s ELLs with IFS. Both Maria and City Collegiate’s school administrators identified the INS class as divisionally administered, and thus Maria sought leadership and advice about matters concerning curriculum and resources from Adele Kozlov, the division’s EAL consultant, rather than from the school’s EAL department head or another EAL teacher at City Collegiate. Although the Ministry of Education required the INS classroom to be administered by its division rather than the school in which it was located, the lack of coordination between the school and division in regards to the INS students’ education appeared to create a disjointed educational plan for these learners, with students’ literacy and numeracy
needs falling to the responsibility of Maria, and the academic and socio-emotional needs of the students being placed in the hands of other EAL and non-EAL educators, such as the after-school program coordinator, Jackie Woods and EAL Department Head, Beata Kowalski. If Central School Division’s INS teachers’ perspectives were included at the envisioned stage, they may have been able to implement a more coordinated educational plan for their school’s ELL with IFS students. Additionally, while Maria was an academically and professionally qualified EAL teacher who was at ease and felt competent teaching general EAL classes, she was not a literacy teacher or well-versed in how to teach reading to true beginners. If Central School Division’s INS teachers were included in the planning process of their classrooms, the schools and division may have chosen teachers who could articulate a well-developed vision for the education of ELLs with IFS and understand how to implement such a vision. The involvement of the INS classroom teacher in the planning process may have enhanced her colleagues’ perspectives of her competency as not only skilled at designing and implementing an appropriate educational plan for ELLs with IFS, but equally capable in providing collaborative input and direction on how they too can participate in supporting their school’s ELLs with IFS.

The next chapter, Chapter 7 describes the experiences of the two INS classrooms’ participants. The experienced stage focuses on how the learners, their families and their teachers are affected by the INS classrooms. Chapter 7 builds on the creation and enactment stages of the two classrooms to reveal how the classrooms impact their participants.
Chapter 7: The Experiences of the Study’s Participants

This chapter describes the experiences of the Intensive Newcomer Support (INS) classrooms’ participants. The experienced stage of the two INS classrooms reveals how the visionaries’ intentions and the actual implementation of the educational plan affected and influenced the learners, their families, and the INS teachers. Through interviews with students, their families and the INS teachers, I discovered three overlying areas that participants in both schools referred to when describing their experiences in their educational environments; the three areas are: academic-related experiences, language-specific experiences and socio-emotional experiences. The participants’ views about each of the three areas are represented in this chapter followed by a discussion that identifies and analyzes aspects of the two classrooms.

The two INS classrooms that are described in this study function independently from one another, and in the previous two chapters I have identified how each classroom is differently administered and organized. In Chapters 5 and 6 I presented the two schools separately and individually described each classroom’s envisioned and enacted stages. Although the participants’ experiences are directly influenced by their specific educational environments, and while the different educational environments may result in different opportunities, relationships and experiences, data analysis revealed that in some instances both groups of participants shared similar concerns and views. Thus, I have decided to present the two participant groups’ academic, language and socio-emotional experiences together rather than separately, focusing on the similar themes, describing
the two groups’ experiences and where appropriate describing how each school either similarly or differently responded to the participants’ experiences.

This chapter begins with two tables that present biographical information about the student participants in this study. The student participants’ life histories and journeys to the two INS classrooms provide the reader with insight into how varied the path is for the English Language Learner (ELL) with a history of Interruptions in their Formal Schooling (IFS) and how each student enters the classroom having already overcome a number of adversities and challenges. The biographies of the students also reveal that not all of the students who are enrolled in the INS classrooms are from war-affected refugee backgrounds, have a history of interrupted schooling or lack literacy in their home language.

**Brief Biographies of the Student Participants**

**Table 2: Students Enrolled in City Collegiate’s INS Classroom**

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<th>Alem: Male. 18 years old. Born in Ethiopia. Moved to Sudan when he was six months old, arrived in Winnipeg in June 2008. Attended some school in Sudan, has beginning level literacy in L1 (Arabic) and low level literacy in L2 (English). Knows Arabic, Tigrigna, Amharic and English. He is most confident in Tigrigna and Arabic. His father died in Sudan when he was a young child; he has few memories of his father. He currently lives with his mother and 2 younger siblings in a refugee shelter in Winnipeg. His status is: Government Assisted Refugee (GAR). Alem likes to play soccer. He spoke about wanting to be a dentist. It is his first year in the INS class. During my observations at City Collegiate I often observed Alem helping his fellow classmates with their in-class assignments.</th>
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<tr>
<td>David: Male. 18 years old. Born in Thailand. Moved to Winnipeg in the Summer of 2008. He has a history of some prior schooling. Knows Phasa Thai. Some L1 (Phasa Thai) and L2</td>
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(English) literacy. He lives with his mother and four younger siblings in a house near the school. His status is: Immigrant Class. David did not want to be interviewed for this study, however, he allowed me to observe him as a student in the INS class. It is his first year in the INS class. He mainly kept to himself in the INS class; he would sit at the back of the classroom, work independently on assignments, and rarely spoke to his classmates or teachers. A few times when either Maria or Tara asked David a question, he refused to answer and remained silent. According to Maria, he felt that he was misplaced in the INS class and did not want to participate in any of the group assignments or in pair activities.

**Edward:** Male. 16 years old. Born in the Philippines. Moved to Winnipeg in August 2008. According to both David and his mother he has a history of prior schooling in the Philippines. He knows Tagalog and English. Some L1 (Tagalog) and L2 (English) literacy. David lives on the top floor of a 2-bedroom house with his parents, eight siblings, paternal uncle, aunt, and five cousins. David’s mother and father speak Tagalog and English. His father works in a factory. David’s sister is enrolled in the mainstream program at City Collegiate. His status is: Immigrant Class. He wants to be an electrical engineer. It is his first year in the INS class.

**Azeeza:** Female. 18 years old. Born in Eritrea. Moved to Sudan at the age of 12. She attended school in Eritrea, but stopped attending school in Sudan. While in Sudan she worked at her family’s restaurant. Azeeza’s father passed away when she was 10 years old. She arrived in Winnipeg in May 2008 with her mother and three younger siblings. She was sponsored by her husband who was already settled in Winnipeg. Azeeza lives in an apartment with her husband. She did not tell the school that she was married, and her mother asked me not to tell Maria about Azeeza’s marital status. In class Azeeza would refer to her husband as her boyfriend. She knows Arabic, Tigrigna, Amharic and English. Some L1 (Tigrigna) literacy, low L2 (English) literacy. She wants to be a dentist. It is her first year in the INS class. On two occasions, Azeeza scolded her fellow classmates because they were not paying attention to Maria. She mainly socialized with her sister, Fethawit, and Alem. (Sister: Fethawit)

**Fethawit:** Female. 15 years old. Born in Eritrea. Moved to Sudan at the age of 9. She attended school in Eritrea, but stopped attending school in Sudan. Similar to her sister, Azeeza, she worked at her family’s restaurant while she was in Sudan. Fethawit’s father passed away when she was 7 years old. She arrived in Winnipeg in May 2008 with her
mother, older sister and two younger siblings. Her status: Privately sponsored refugee; she
was sponsored by her mother’s cousin. Fethawit lives in a refugee shelter with her mother, 
younger sister and younger brother. She knows Arabic, Tigrigna, Amharic and English.
Some L1 (Tigrigna) literacy, low (L2) English literacy. She wants to be either a dentist or a 
chiropractor. Fethawit’s mother works full time as a cleaner, and her only day off is
Monday. Fethawit’s mother relies on Fethawit to take care of her younger siblings after
school and on weekends. It is her first year in the INS class. (Sister: Azeeza)

| **Ebsa:** Female. 15 years old. Born and raised in Ethiopia. Moved to Winnipeg in the Summer of 2007. She knows Arabic, Tigrigna and English. She has no prior schooling experiences and does not have L1 or L2 literacy. Ebsa lives with her uncle and his family. Both of Ebsa’s parents died in Ethiopia when Ebsa was a young child; she recalled having a happy life when her parents were alive and commented that she felt very much alone after they died. Her status: Government assisted refugee. Ebsa wants to be either a teacher or a nurse. Her dream is to return to Ethiopia to work and help fellow Ethiopians. It is Ebsa’s second year in the INS class. Maria is concerned that Ebsa is not progressing, and requires additional accommodations beyond language learning. |
| **Josiane:** Female. 16 years old. Born in Burundi. Josiane left Burundi when she was 9 months old, and moved to Tanzania. She lived in a refugee camp in Tanzania. Her mother was killed in the war when Josiane was 6 months old. She moved to Winnipeg in the Summer of 2007. Josiane lives in Winnipeg with her father and three older brothers. She knows Kirundi, French, English and Swahili and has some L1 (Kirundi) literacy, some L2 (French) literacy, and some L3 (English) literacy. Her status: Government assisted refugee. Josiane wants to be either a nurse or a teacher. She takes care of her family’s home after school, cooks and cleans for her father and brothers. Her father works evenings and during the weekends, and according to Josiane she rarely seems him. It is her first year in the INS class, however, last year she was enrolled in a French immersion program in a different school division. Josiane is almost always with her friend, Sandrine. |
| **Sandrine:** Female. 15 years old. Born in Rwanda. Moved to Benin when she was 2 years old. Sandrine lived in a refugee camp in Benin until she arrived in Winnipeg in 2007. She attended school in the refugee camp in Benin. Sandrine’s father was killed 3 years ago. She lives in Winnipeg in a refugee shelter with her mother and 3 year old brother. She came to Winnipeg in the Fall of 2007. She knows Kinyarwanda, English and French, has |
some L1 (Kinyarwanda) literacy, has some L2 (French) literacy, has some L3 (English) literacy. Her status: Government assisted refugee. Sandrine wants to be a nurse. Sandrine’s mother is studying nursing at a French college in Manitoba and works a night shift at a factory. Every day after school Sandrine takes care of her 3 year old brother, during weekends Sandrine takes care of her brother and their home so that her mother can study. Sandrine sees her mother in the mornings before she goes to school, and for a few hours during the weekend. It is Sandrine’s first year in the INS class. She spent last year in a French immersion program in a different school division. Sandrine met her friend, Josiane, last year when they were both enrolled in another division’s French immersion program.

**Claire:** Female, 18 years old. From Democratic Republic of Congo. Claire moved to Winnipeg in May 2008. She had no prior schooling before coming to Winnipeg. Claire can speak French, Lingala, Swahili and English. She has no L1 or L2 literacy. Her parents died in the war when she was a young child. She came to Winnipeg with her cousin Jacqueline. Claire lives with Jacqueline, her older brother and his wife. Her status: Privately sponsored refugee. Claire was sponsored by her brother who is settled in Winnipeg. Claire works part-time cleaning tables at a restaurant. She wants to be a nurse. It is her first year in the INS class. Claire’s sister-in-law was the only person to attend parent-teacher interviews. During one of my classroom visits, I observed Claire sitting at her desk crying, when I asked her what was wrong she explained to me that she did not understand the worksheet that the students were assigned to work on, and described feeling overwhelmed. (Cousin: Jacqueline)

**Jacqueline:** Female, 17 years old. From Democratic Republic of Congo. Jacqueline moved to Winnipeg in May 2008. She had no prior schooling before coming to Winnipeg. Jacqueline knows how to speak French, Lingala, Swahili and English. She has no L1 or L2 literacy. Jacqueline does not know what happened to her parents. She came to Winnipeg with her cousin, Claire and lives with Claire, Claire’s brother and his wife. Her status: Privately sponsored refugee; sponsored by her cousin. Jacqueline wants to be a doctor. She very much wants to find an after-school part-time job, and has asked one of the school’s guidance counselors for help. It is her first year in the INS class. Jacqueline spends the first period of her school day working one-on-one with an EA. (Cousin: Claire)
**Table 3: Students Enrolled in Park Collegiate’s INS Classroom**

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<tr>
<th>Student</th>
<th>Age</th>
<th>Born in</th>
<th>Moved to</th>
<th>When</th>
<th>School in</th>
<th>Father Died</th>
<th>Mother Died</th>
<th>Family</th>
<th>Status</th>
<th>Sponsor</th>
<th>School</th>
<th>Work</th>
<th>Church</th>
<th>Track</th>
<th>Aspirations</th>
<th>Sponsorship</th>
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<tr>
<td><strong>Amsalu:</strong> Male. 19 years old. Born in Sudan, moved to Kenya when he was 13 years old. Amsalu attended some school in Sudan, and some school in a refugee camp in Kenya. His father died in Sudan when he was 3 years old, and his mother died in Sudan when he was 11 years old. Amsalu described “living in hell” after his mother died. He spoke about the difficulty in finding food and keeping safe without a parent. Amsalu has two older sisters, one older brother, one younger brother and a younger sister. He arrived in Winnipeg in September 2007; however, he did not start school until February 2008 because he was quite weak from having contracted Hepatitis before his arrival to Winnipeg. He lives in Winnipeg with his younger brother, maternal uncle and maternal uncle’s family. He speaks Arabic, Dinka and English. He has no L1 literacy, but is developing L2 (English) literacy. His status: Privately sponsored refugee (PSR), his uncle sponsored him. On weekends he works part-time at McDonalds; every day after school he is responsible for taking care of his uncle’s pre-school age children. Amsalu attends church every Sunday and teaches Sunday School in Dinka. His future aspirations include wanting to work for an organization such as World Vision. He is trying to save money to sponsor his younger sister who lives in a refugee camp in Kenya. Amsalu is very worried about his younger sister, and asked me if I knew of anyone who might help him with her sponsorship. Amsalu’s uncle is completing a graduate degree at the University of Winnipeg and works as a student advisor at the University of Winnipeg. It is Amsalu’s second year in the INS class. (Brother: Matak)</td>
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<td><strong>Matak:</strong> Male. 17 years old. Born in Sudan, moved to Kenya when he was 11 years old. Matak attended some school in Sudan, and some school in a refugee camp in Kenya. His father died in Sudan when he was a year old, and his mother died in Sudan when he was 9 years old. He has two older sisters, two older brothers and a younger sister. Matak arrived in Winnipeg in May 2007. He lives in Winnipeg with his older brother, maternal uncle and maternal uncle’s family. He speaks Arabic, Dinka and English, and has no L1 literacy. He has some L2 (English) literacy. His status: Privately sponsored refugee (PSR), his uncle sponsored him. On weekends, Matak works part-time at Kentucky Fried Chicken; every day after school he is responsible for taking care of his uncle’s pre-school age children. He attends church every Sunday. Matak is a member of Park Collegiate’s Varsity Track Team.</td>
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He plays in the school’s weekend soccer club. Matak, along with his brother Amsalu, want to sponsor his younger sister. Matak would like to be a doctor. It is his second year in the INS class. (Brother: Amsalu)

**Chris:** Male. 16 years old. Born in Sudan. Chris completed Kindergarten in Sudan. He moved to Kenya with his grandmother when he was five years old and attended school in a refugee camp in Kenya. Chris can speak Arabic, Baria, Tuko and English. He has no L1 literacy, beginning L2 (English) literacy. He moved to Winnipeg in May 2007 with his maternal grandmother. His status: Privately sponsored refugee (PSR); sponsored by his mother who moved to Winnipeg twelve years ago when Chris was three years old. Chris’ parents divorced when he was a baby. Chris’ mother has since re-married and has three young children with Chris’ step-father. Chris does not know the exact whereabouts of his biological father, and said the last time he saw him was in Sudan. Chris’ mother is a nurse in Winnipeg and his step-father is a pharmacist. Chris described his grandmother as the person who raised him, and candidly spoke about feeling disconnected with his biological mother. Chris lives in a new house in a middle class suburb near the school. He lives with his mother, step-father, grandmother and three younger siblings (Chris’ siblings are all below the age of 5). He is a member of Park Collegiate’s Junior Varsity Basketball Team. He plays in the school’s weekend soccer club, and attends the Sunday evening badminton practice. He attends church with his grandmother, mother and siblings every Sunday; Chris’ step-father is Muslim and does not attend Church with his family. A few times a week he goes to the YMCA that is located next to the school. Chris’ professional aspiration is to be a carpenter like his uncle; he told me he wants to be like “Bob the Builder”. It is his second year in the INS class.

**Joseph:** Male. 16 years old. Born in the Philippines. He moved to Winnipeg in July 2008. He attended school in the Philippines until he was eight years old; first absence from school was due to an illness, his second absence from school was because he was physically abused by his teachers. He knows Tagalog and English, and has some L1 (Tagalog) and L2 (English) literacy. Joseph immigrated to Winnipeg with his father, mother and younger sister. He lives in a relative’s house located in a middle class suburb that is a significant distance from the school. Joseph travels almost 1.5 hours each way to attend Park Collegiate’s INS class. He spends his weekends with his family; he has extended family members in Winnipeg. He wants to be a machinist like his father. Joseph’s father works as
a machinist, and his mother works in retail. His parents explained how they immigrated to Canada so that they could provide their children with better educational and professional opportunities. Joseph’s sister attends the division’s middle school EAL program. Both of Joseph’s parents are fully proficient in Tagalog and English. This is Joseph’s first year in the INS class.

**Yared:** Male. 20 years old. Born in Eritrea. Yared moved to Winnipeg in 2007. He did not attend school prior to coming to Canada. Yared arrived in Winnipeg in 2007 with his father, mother, older sister, and three younger sisters. His status: Government assisted refugee (GAR). Yared attends church regularly. He speaks Arabic, Tigrigna, Amharic and English. He does not have any L1 (Tigrigna) literacy, and is beginning to develop (L2) English literacy. Yared’s professional aspiration is to become a doctor. Yared’s older sister is a former student of Jane’s and now attends the division’s adult literacy program. Yared told me that he plans on attending the division’s adult literacy program next year. It is his second year in the INS class. (Sister: Lidi)

**Lidi:** Female. 16 years old. Born and raised in Eritrea. Lidi moved to Winnipeg in 2007 with her father, mother, older sister, older brother and two younger sisters. She can speak Arabic, Tigrigna, Amharic and English. Lidi does not have any prior schooling experiences. She does not have any L1 (Tigrigna) literacy, and is beginning to develop L2 (English) literacy. Her status: Government assisted refugee (GAR). Lidi attends church regularly. Her professional aspiration is to be a teacher or a nurse. She plays in the school’s weekend soccer club. This is her second year in the INS class. (Brother: Yared)

**Esther:** Female. 17 years old. Born in Sudan. Her father died in the war when she was a few months old. She moved to a refugee camp in Kenya when she was a year old, she described living in Somalia for a short time before coming to Canada. She came to Canada as a Government Assisted Refugee in 2004 with her mother, two older brothers and younger brother. She can speak Arabic, English and Dinka. She does not have any L1 (Arabic or Dinka) literacy, and is beginning to develop her L2 (English) literacy. In addition to attending school in the refugee camp in Kenya, she also attended middle school in Winnipeg prior to joining the INS classroom in 2007. Esther lives in a public housing apartment complex near the school with her mother and younger brother; at the time of the study her two older brothers were living and working in Alberta’s oil sands. She spoke about wanting to be a doctor like her late father, or possibly a lawyer or a nurse. She said
she likes to cook and go on the Internet. She once mentioned that she was interested in attending a cosmetology program, but was concerned that she would need to know Chemistry to excel in such a program. Esther spends her weekends attending a youth program at a refugee settlement agency located downtown. She also attends the school’s weekend soccer club as an observer. It is her second year in the INS class; prior to Park Collegiate she attended a junior high in a different division.

**Sana:** Female. 16 years old. Born in Sudan. Sana’s father left Sudan when she was 3 years old, and her mother abandoned her soon after. She was raised by her paternal grandmother. Her grandmother died when she was 11 years old, and she was then in the care of aunts, uncles and other family members. She has not seen or spoken to her mother since she was 3 years old. At the age of 12, Sana left Sudan and on her own she moved to Uganda; her father sent her money so that she could attend a private girl’s school in Uganda. According to Sana, she did not attend any school in Sudan, but did attend a “good” school in Uganda. Her status: Privately sponsored refugee; sponsored by her father who was settled in Winnipeg. Sana moved to Winnipeg in July 2007. Her father works in the Alberta oil sands for part of the year; Sana lives with her father when he is in Winnipeg and lives with a family friend when her father is in Alberta. She knows Kuku, Swahili, Arabic and English. She has some L1 (Swahili) literacy, has some L2 (Arabic) literacy, has beginning level L3 (English) literacy. Her professional aspiration is to become a teacher and open up a school in Africa. Sana works the night-shift cleaning the convention centre during the summer months, but her father does not allow her to work during the school year. It is Sana’s second year in the INS class.

**Gloria:** Female, 16 years old. From Columbia. She moved to Winnipeg in August 2008. Gloria had some prior schooling before coming to Winnipeg. She knows Spanish and is beginning to communicate in English. She has some L1 (Spanish) literacy, and has no L2 (English) literacy. She lives with her parents. (Gloria was not interviewed for this study). It is her first year in the INS class.

**Academic Experiences**

The INS classes in both Park Collegiate and City Collegiate are multi-level sheltered classes with a strong focus on learning the English language and developing
students’ literacy and numeracy skills. Additionally, developing students’ academic skills was identified by the students and their parents as essential to support the learners’ integration into non-INS classes and to help prepare them for their future academic and professional pursuits. The majority of the students in both INS classrooms had significant gaps in their schooling histories and were eager and anxious to catch up to their same age peers and gain entry into a non-EAL program. The students, their families and the teachers shared the following concerns when discussing academic-related experiences: students and teachers feelings of anxiety that there was a limited amount of time for students to complete their high school programs; students’ desire to pursue additional coursework that requires a strong academic foundation; and a stigma associated with attending the INS class.

**Running out of time in the high school program.**
During the student focus group interviews I asked the students how they felt about their education, and to describe any changes that they would make to their current academic program if they could or wanted to make modifications. Students at both Park Collegiate and City Collegiate described feeling anxious about their current schooling and referred to feeling worried about whether or not they were receiving an academically rigorous curriculum. Matak, a 17 year-old student in Park Collegiate’s INS class commented that he wanted to be in the regular non-EAL program and felt that the INS class was not adequately preparing him to attend university in the next few years. Matak said the following when asked about the academic component of Park Collegiate’s INS class:
I don’t like all the EAL classes, they’re all passed right, and we don’t even get graded further, so I tell Mrs. Fields one day, “you know what, I don’t want to be here in all these classes, give me some other classes and I can go to class with some Canadian students”, I think if I can go to some other class I can to do them better, I can do some good, not all the books but I can do some book real good and she’s like, “you know what Matak, I just put you in my classes to help you with your reading and everything,” and I say “okay”. But, I hope I can take some Canadian classes, but we’re not getting credits, we’re wasting our time…I’m 17 and I feel like I’m 70. I missed so much and it’s not fair that I have to be learning kindergarten stuff. When am I going to graduate? Even if I graduate when I’m 18, I can’t go to university because these aren’t giving credits, these classes give you nothing. (Matak, Personal Communication, October 31, 2008).

Matak’s concern that the non-credit courses he was taking in the INS class could not be counted towards a high school graduation diploma was shared with several of his classmates who also viewed their non-credit courses as obstacles towards them progressing at a faster rate. Jane Fields, Matak’s teacher and the teacher of Park Collegiate’s INS class, was aware of Matak’s and the other students’ feelings of frustration regarding the speed in which they were progressing through the INS classroom and into non-EAL classes. In an attempt to quell some of Matak’s and the other students’ concerns about wanting a more rigorous academic program, Jane presented her students with opportunities to familiarize themselves with coursework that was included in the non-EAL academic classes and encouraged them to read grade-level
textbooks and novels that were used in non-EAL classes. The students in Park Collegiate conveyed their gratitude that Jane incorporated academic content into their lessons, and remarked on specific occasions when they felt academically challenged and stimulated, nevertheless, they continually expressed their concern that they were not progressing at a fast enough pace and were worried that they were in jeopardy of falling further behind their same age peers. Jane acknowledged that some of her students were feeling anxious about their current educational program and described occasions when she spoke to students about their desire to take non-EAL and non-INS courses, and how at times she needed to remind the students about their steep academic and linguistic progression since they began school. While the students described feeling anxious about their rate of progression in acquiring academic content and skills, Jane also described feeling a sense of urgency in adequately equipping students to attain academic success. In an interview she said the following:

I feel like I’m working with a quiet urgency, I don’t want them to sense the urgency but it is there, because I know they’re not going to be here for ten years. I’m not going to be their teacher for ten years, or they’re not going to be in this school for ten years, and I’m going to do what I feel is the best I can in the time I have them, and to try and develop the skills that will help them to learn and help them feel I guess maybe a sense of faith or confidence in their future. (J. Fields, Personal Communication, October 23, 2008).

In an interview, David, the father of Park Collegiate’s student Sana, discussed his feelings about the academic component of Park Collegiate’s INS class. David described
initially feeling relieved that such a class existed and spoke about his reliance on Jane to provide his daughter with a “…good and strong education” (David, Sana’s father, Personal Communication, November 20, 2008). However, David also expressed his concern that Sana’s huge academic gaps would make it impossible for her to graduate from high school and advance to post-secondary studies. He said the following:

She’s (Sana) working hard and I say now you work, I see she is doing good, I say I am proud of you…I sent her to school in Uganda and said to the Principal, here is more tuition so you take care of her, but I don’t know what she learned…She speaks so nice now, but she has to know a lot of years of school and a lot she missed. I know Sana she say I will be doctor or I will be teacher, but I just say, study now and listen to Mrs. Fields and maybe, and now I take care of you, but what about the many years that she missed, so many years and there is so much she needs to know and can the school give her everything she missed?… (David, Sana’s father, Personal Communication, November 20, 2008).

Students in City Collegiate’s INS class also expressed feeling an urgency to acquire the academic skills and attain the academic knowledge necessary to graduate from high school and to gain admission into a post-secondary program. Sandrine, a student who arrived in 2007 from Rwanda with her mother and younger brother, said she liked her teacher and wanted to improve her English language skills but pondered whether she would be better utilizing her limited amount of time to complete high school if she was attending a non-EAL Science class. Beata Kowalski, City Collegiate’s EAL Department Head, spoke about her response to students who want to attend a non-EAL
class before they are linguistically and academically ready to advance outside of the school’s INS class and EAL program. According to Kowalski, she allows students to attend a non-EAL subject matter class in order for them to understand firsthand that they are not prepared to exit the EAL program. When referring to students who want to move out of the EAL program, Kowalski described her response as follows:

…you know sometimes the teachers say: “why is this student in my class? They don’t have a clue.” I say: “you know what they’ve been coming every day asking me if they can take Chemistry. I know they’re not ready but I cannot…they just won’t listen to me. They have to see for themselves how difficult it really is”…. I ask the teachers to allow the student to observe the class so that they can find out for themselves how difficult it really is! (B. Kowalski, Personal Communication, November 3, 2008).

Although Alem, an 18 year-old Ethiopian student, did not suggest that he attend a non-EAL Science class, he did propose incorporating more Science curriculum into the INS classroom’s lessons. Alem said he felt Science was an important subject that would help him gain entrance into a university program, and spoke about wanting additional opportunities to study science in the INS class. According to Alem, his friends who were enrolled in a neighbouring high school’s INS class were: “…read(ing) more science and things for later. If I had more science now then it helps me more.” (Alem, Personal Communication, November 4, 2008). Following Alem’s remarks, Azeeza, Fethawit and Ebsa, agreed with Alem and commented that they wished their INS class included more academic content. Azeeza, an 18 year old student from Eritrea said that she needs
“…more school, not just English, but school for later and for when I work.” (Azeeza, Personal Communication, November 4, 2008).

**Responses to students’ post-secondary aspirations.**
Almost all of the students enrolled in the two INS classrooms referred to having future academic and professional aspirations that would require additional post-secondary work. When asked what they would like to become in the future, the students’ responses included: being a doctor, a teacher, a carpenter, an electrical engineer, a machinist, a nurse, a dentist and a chiropractor. Several of the students spoke about attaining a university degree in Canada with the intent of returning to their home country to help those who were impacted by war. When I asked the two groups of students how they would attain their goals, the students in Park Collegiate’s INS class spoke about attending the division’s adult literacy program, and commented that they would need many more years beyond their high school graduation in order to reach their professional objectives. However, when I posed the same question to the students enrolled in City Collegiate’s INS class, many of them asked me what they should do to reach their academic and professional aspirations and took the interview question as an opportunity to seek out my advice on how they might be able to accomplish their desired objectives. The City Collegiate students were not aware of who at their school could advise them regarding their academic aspirations, and during our interview they began to ask questions about options in other schools and other divisions. When I asked Maria Diaz, the teacher for City Collegiate’s INS class, about her students’ future aspirations, she remarked that most
of her INS students were not interested in university and instead were focused on learning survival English skills rather than contemplating their lives after high school. Maria said:

At this level that I have, I don’t see, I guess they’re not in that stage yet in their learning when they want to go to university, right now for them it’s just learning the survival language at this point and then you know graduating high school, but they’re not really thinking, okay after high school I want to do this or that and I want it to be like that. (M. Diaz, Personal Communication, November 13, 2008).

When I asked Jane Fields about her students’ long term aspirations, and whether she was able to support her students in acquiring their goals to pursue post-secondary studies, Jane was aware of her students’ long-term aspirations and discussed counselling Park Collegiate’s INS students on the importance of having more than one dream and to be realistic about the amount of time it may take them to attain their academic and professional dreams. In an interview Jane said the following when referring to counselling students about their future aspirations:

… I had a girl come back to visit, actually, well a woman because I think she was expecting her fourth baby and she came to visit…and she was from Ethiopia originally…, and she said, “I want to thank you for something, because when I had to quit school, you told me, I’m walking down a path…and my path is taking me somewhere different, but it doesn’t mean I can’t come back here and my path doesn’t mean I can’t come back to school”…Lots of students who come from war affected backgrounds, most of them when you ask them what do you want to do for a job, they say they want to be a doctor. Okay, you have to have your dream.
I like to promote having two dreams, because I don’t want them to be devastated if they don’t have the math skills to meet the university requirements or the language skills…we don’t all begin our dreams when we’re 18, maybe we can start pursuing our dreams at 22 or 23, and…it’s because I feel like it’s really important to make sure kids are not defeated.  (J. Fields, Personal Communication, October 2, 2008).

Jane’s INS students referred to needing more time to complete high school and to enter a university program than what their current educational program allowed. While the students were aware that they may not enter university right after their high school program at Park Collegiate, they still appeared eager to attain the academic skills necessary to achieve their long-term career objectives.

Both groups of students along with their parents had high expectations about what possibilities lay ahead for their futures, and all of the students in the focus group interviews and the parents who were interviewed, mentioned a trajectory that led to a professional career thus requiring the student to pursue post-secondary studies.

A stigma associated with the INS class.
During the focus group interviews some of the INS students discussed feeling embarrassed that they were learning basic literacy, numeracy and English language skills while their same-age peers were studying grade-level subject matter. Additionally, students recalled instances when they were made to feel ashamed about needing help in their non-INS classes. Chris, a 16 year-old Sudanese student in Park Collegiate’s INS
class, described being made fun of by his non-INS classmates when he needed help or clarification, in an interview he said:

I didn’t study lots of stuff before and sometime when you don’t know anything and you’re always the student who says I need help, you feel kind of dumb person like sometime they (referring to his non-INS classmates) laugh at you. Like in gym class say you’re writing a test and you have to ask the teacher something that everyone else knows and the other students will laugh at you if you say something…sometimes I don’t say “hey what’s that?” I just keep quiet. (Chris, Personal Communication, October 31, 2008).

Esther, a 17 year-old Sudanese student who has been in Winnipeg since 2004, expressed feeling embarrassed by the level of her coursework and recalled a situation when a young family member saw her homework, and questioned why Esther was learning beginning level literacy, numeracy and English language skills, in our interview she said:

…even my little cousin who is in grade 3 is like why are they giving you kindergarten class, like kindergarten school work and stuff, and like why they give you grade 3 work, and grade 4 work. They’re like you learn baby stuff and make me feel so bad. They like laugh and they’re just like little kids. I’m just like I don’t even know why they give me that kind of work, but like I need to learn grade 11 and grade 12 work not this kindergarten stuff. (Esther, Personal Communication, October 31, 2008).

Jane acknowledged that some students may feel embarrassed by their beginner-level work and described how she tries to protect her students from feeling uncomfortable in
situations when non-INS students might see their work. In referring to protecting her students from the non-INS students’ comments, she said:

I’m very conscious of the kids’ feelings, for them to be respected…when the other students come in and they see what they’re doing and say, “they’re doing that kind of math?”, I don’t want that. I work really hard to protect them from that…

(J. Fields, Personal Communication, October 23, 2008).

City Collegiate teacher, Maria, acknowledged that some of her students were embarrassed about being in the INS class and were eager to be in the regular EAL program even though they had not yet mastered basic literacy and numeracy skills. In an interview Maria described how she has had to counter the stigma associated with being in the INS class, when she said the following:

…They (referring to the students) know that this is the lowest level and they feel, “why am I in this class, this is a class for dumb kids”. For some kids they have that mentality…We just try to convince the kids that it’s not that you’re dumb, it’s just that they need to learn more of the basic language before they can go up there (referring to the regular EAL program), because we say sure you can try to go up there but we don’t want you to fail, we want you to have basic skills before you go up there because it’s not fair for them. I mean what’s the sense of sending them up there if they can’t read, I don’t want them to fail, I want them to learn and succeed. (M. Diaz, Personal Communication, October 1, 2008).

While the two classrooms surveyed for this study were unique and differently emphasized their program’s academic focus (see Chapter 6: Implementing the INS
Classrooms in Manitoba), both groups of students referred to similar academic experiences. The students’ feelings of embarrassment, their long-term aspirations, and their desire to learn grade-level subject matter and progress to a non-EAL program defined both groups of students’ academic experiences in their INS classrooms.

**Language-Specific Experiences**

Almost all of the students in the two INS classrooms entered their Canadian language environments with either beginning-level or no English language proficiency, and many of the students began as true beginners in their English speaking, listening, reading and writing skills. This section identifies the students’ language-specific experiences, including L2 or second/English language learning and L1 or first language learning opportunities. This section also addresses the teachers’ views on incorporating L1 instruction in their classes.

**English language learning and teaching experiences.**

Students in both INS classrooms referred to their difficulties in learning academic English, their concern that they will never advance out of an EAL program, and their desire to have more opportunities to communicate with English language speakers.

**Learning academic English.**

When I asked the students about their experiences learning English, many of them commented on the significant differences between the academic English language that they needed for school, and the conversational language that they needed to socialize with friends and neighbours. City Collegiate student Fethawit, a 15 year-old student from Eritrea who arrived in Winnipeg a few months prior to the start of my research
study, identified her greatest language learning challenge to be acquiring the academic vocabulary that is used in her ESL adapted or e-designated Science class. In referring to the differences between the academic language used in the content-specific class, and the language presented in the English language focused INS classes, Fethawit said:

I am listening and reading and I still don’t know what they (referring to Science vocabulary) mean. If I ask, she (referring to her teacher, Maria Diaz) helps but I don’t want to say all words and all times, “what?” I think everybody understands and only I need more. (Fethawit, Personal Communication, November 4, 2008).

When listening to Fethawit’s response, Alem and Azeeza agreed that understanding academic English language is more complex and at times less accessible than the vocabulary used in the INS language classes. Ebsa, a 15 year-old Ethiopian student, who was in her second year in City Collegiate’s INS classroom, commented that academic-specific vocabulary is more difficult because she does not have anyone in her home-life who can help her with her homework and support her learning. Park Collegiate student, Chris, shared similar views to the City Collegiate students who felt that learning academic English was more complex than acquiring English for social or conversational situations. Chris identified reading academic textbooks and writing academic papers such as essays to be essential skills necessary for success in a university program, and questioned whether an EAL program would adequately prepare him for post-secondary studies. He said:

ESL is not enough of school I think. Like some people when they graduate from ESL and they still have a lot of problems in university, you graduate and you
leave the school and you still have a lot of problems in university. Like, even if you know how to talk, there’s my friend right, he graduates from Park Collegiate and he can’t even write an essay, his education power is not enough, it’s not even grade 10. Here we have Mrs. Fields to help but in university you don’t have any help and then you fail. (Chris, Personal Communication, October 31, 2008).

When I asked the students to describe any strategies which they utilized to help them understand academic English, Chris referred to his mother helping him with his English language development and subject-matter course work. He described the advantage that he feels he has over other students when he said:

You have to have somebody to help you, now my mum is sometimes working, and she is a nurse, she helps me at home. There are students whose parents don’t speak English, so they just go to school and are having a hard time understanding words. Even if she’s (referring to his mother) tired she still helps. Other students have nobody and it’s more hard for them. (Chris, Personal Communication, October 31, 2008).

The need for additional support at home was echoed by students in both schools. City Collegiate student, Josiane, explained how she felt that not having anyone at home to help her practice English or turn to for homework help placed her at a disadvantage compared to students who had family members who spoke English. While Sandrine, Josiane’s classmate, agreed with her friend, she added that most parents are not home after school and therefore even if a parent knows English or is university educated, their absence from their child’s life is an additional challenge for these students.
Communicating with English language speakers.
I asked both groups of students what advice they would give to a new student who was in the INS class, and while all focus group participants referred to “studying hard” and “listening to the teacher”, Park Collegiate students’ Chris, Esther, Sana and Joseph discussed the importance of meeting “Canadian” students and speaking with non-EAL and non-INS students. The students defined the Canadian students as native-English speaking students who were in their school’s regular stream programs. While Chris referred to opportunities he has in communicating with non-EAL students because of his participation in a school sports team, the other students wondered how they could develop relationships with native-English speakers. Sana described her interest in speaking with English speakers and how her lack of confidence in English sometimes dissuaded her from speaking with non-EAL students, she said:

If I want to speak I speak with my African friends because if I make a mistake it doesn’t matter and nobody thinks “oh, she is dumb”. If I want to have Canadian friends then I have to think about every word… Canadian people are nice, but I have no Canadian friends…Mrs. Fields and Mrs. B (referring to the INS class’s para-professional) are Canadians and I talk to them…If I have Canadian friend then I can practice English more and it’s good. (Sana, Personal Communication, October 31, 2008).

Esther agreed that having “Canadian” or native-English speaking friends would increase the students’ opportunities to practice English, and thus improve their confidence, and English communication skills. Chris commented that he will continue to seek out opportunities to communicate with native-English speakers and refused to be discouraged
or embarrassed when he might make a semantic or grammatical mistake. He said: “I am just sit and chill and be quiet. They laugh, but I know my English is so bad. I don’t care. Even they make fun of me. I don’t care.” (Chris, Personal Communication, October 31, 2008). (Chris did appear to have more confidence in speaking with native-English speakers than the other students in the focus group interview; the focus group interview that I conducted with Chris, Esther, Sana and Joseph took place at a café near the school, and when ordering our food, Chris ordered for himself and was requested by his fellow students to order for them as well.)

The students in the INS class at City Collegiate described not having any opportunities to speak with native English speakers who were not their teachers, and although none of them indicated feeling bothered by their lack of opportunities to speak with native-English speakers, Ebsa commented on the irony of living in Canada and learning English but not having any Canadian friends to speak English with when she said:

We study English to talk to African people. *Laughter.* My class is all African people…my apartment (building) is all African people…if I speak English good than I know Canadian friend? No, because here my friend knows Tigrigna…If I study English more, I know Canadian friend. *Laughter.* Maybe I never Canadian friend, my English never good. *Laughter.* (Ebsa, Personal Communication, November 4, 2008).
Although the students did appear to have limited opportunities to communicate with native-English speakers who were not their teachers, they did have opportunities to speak in English with other EAL students who did not share their L1.

**Developing a student’s L1 proficiency.**

The students in the INS classrooms brought a rich linguistic diversity to their classrooms and schools. In both City Collegiate and Park Collegiate, the students who were from African countries were linguistically proficient in several languages and dialects, and often times several students in each class shared a common language or dialect with another classmate. Upon entering both classrooms for my observation sessions, I would hear students communicating with one another in one of their mother tongue languages. Even the lone Filipino and Thai student in City Collegiate’s INS class and the lone Filipino student in Park Collegiate’s INS class were observed as having opportunities to communicate in their mother tongue language with students in their respective schools. The shared L1 languages in the classrooms were: identified by some students as obstacles to their English improvement, appeared as lost teaching opportunities and revealed the perceived dominance of English within this context.

**The students’ perception that sharing an L1 was an obstacle to improving one’s English.**

When I asked the students to consider ways that their school might be able help them improve their English language skills, both groups referred to the importance of having students with different L1s in the classroom. Some of the students negatively viewed their opportunities to communicate in L1 with their classmates and questioned whether having students with the same L1 in their class was an obstacle to their English
language development. City Collegiate student, Fethawit, referred to having more opportunities to speak Tigrigna than to speak English, and said: “…they have to mix the students, now the three of us (referring to herself, Alem and Ebsa) are in the same class and when we are together we always speak Tigrigna, but if we were with different students then we would try to speak English” (Fethawit, Personal Communication, November 4, 2008). Alem added that he felt it was easier to speak either Arabic or Tigrigna at school, and laughed when describing how he feels that he speaks Tigrigna more than he speaks English. Park Collegiate student, Esther, also questioned whether the prevalence of Arabic speakers in her INS class was a deterrent to her using English in the classroom. While Esther did admit that a shared L1 in the classroom meant that students did not always have to utilize English when communicating, she also acknowledge that she felt relief when she was able to take a break from English during her school day, and felt that there were definite benefits to sharing a common language with a new student. She said:

…I’ve been here for four years…My English still not perfect because I’ve been staying in ESL, if I’m in different classes with other students, like Canadian students I will learn more than that because I’m staying in this class and I can speak with other African people…I think it is okay sometimes because my head hurts when I am hearing English all day and I can just say fast something to an African friend...When she (referring to a new student from Sudan) come I know she is scared and we say in Dinka, “okay this is how you get your locker and
stuff”, so we can help and she feel more happy and relax. (Esther, Personal Communication, October 31, 2008).

**Opportunities to incorporate L1 into the INS classroom.**

Park Collegiate student, Amsalu, spoke about his opportunity to teach Sunday school classes in the Dinka language. According to Amsalu, he and his brother, Mata, attended a Church that was composed of predominantly Southern Sudanese members, and thus the Church service and the Sunday school lessons were conducted in Dinka. In an interview Amsalu described his responsibility to teach the young members of his congregation hymns in Dinka, he said:

> On Sunday, I cannot even miss a Church, I always go to Church. Because when I go to Church I have to take a lot of a kids, all those kids in our Church. So, I’m a leader there in the Church, I have to take care of what the kid doing there and I take them to their room and teach them some song, Dinka song. So that they can know how to sing the songs when the people pray. The kids in our Church need to know Dinka song and our culture. (Amsalu, Personal Communication, October 31, 2008).

Amsalu’s leadership role at his Church appeared to boost his self-confidence, and allot him with opportunities to positively contribute to his community. Based on Amsalu’s experiences, I decided to ask other students if they had opportunities to utilize their L1 language skills in either a work, volunteer or school related role. While Esther referred to helping new students settle into the school environment, other students did not recall additional opportunities in which their L1 was utilized in a positive way.
In wanting to learn more about students’ L1 opportunities, I asked both Maria Diaz and Jane Fields if they utilized the students’ L1 in any way, and if having students with shared L1s is in any way beneficial or allows for opportunities to support the students’ L1 learning. While both teachers recognized the importance of L1 proficiency in developing L2 proficiency, they did not create formal opportunities in their classrooms to support students’ development of their L1s. Informal opportunities were noted and both Maria and Jane encouraged the students to utilize their L1 when they were struggling to communicate in the L2 (English). When I asked Jane if she ever thought about incorporating the students’ L1 into a lesson, or about developing the students’ L1 literacy skills in order to support their L2 literacy skills, she said the following:

I guess that’s not something that I’ve done a lot of thinking about…I am definitely an advocate for using your first language…if a student is in a history class or in my EAL class, if I’m showing a video or something, you know, write notes in Spanish and then translate it after or get your ideas down…So, even at a very basic level, even if they write in another language, I am constantly encouraging them to use that language in their dictionary for example …So, I believe very strongly that the days when people would say don’t use your first language, that’s completely ridiculous… If I think about students this age, and I think about what I’m trying to do here and then to look at say focusing part of the day on another language that they speak, that makes perfect sense…that’s what is a strength for students who have come with a strong base in their first language… I know that it would be very advantageous but I haven’t thought for a minute how
you would do that in this kind of an environment, in this kind of an atmosphere.

(J. Fields, Personal Communication, December 8, 2008).

Maria also spoke about supporting her students’ use the L1 and recognized the importance of developing students’ L1 literacy. Yet similar to Jane, Maria was also not sure how to create opportunities for students to develop their L1 literacy skills in an INS class.

*The perceived dominance of English.*

While it was understood that all of the students were enrolled in the INS class to improve their English language skills, I learned about two students in City Collegiate’s INS class who were previously enrolled in a French immersion program at another school division in Winnipeg. The two students, Josiane and Sandrine, were orally proficient in French and had beginning-level literacy in French. Upon their arrival to Winnipeg, they were directed to a French immersion program in a school that also had an INS class. Both students had spent the previous year in the French immersion program, and had recently switched to City Collegiate. Both Josiane and Sandrine described their feelings of isolation when attending the French immersion school, and commented on how they felt out of place because they did not know English. When recalling her experiences in the French immersion program Sandrine said, “I don’t like that school. I don’t have friends, because I don’t speak English. They speak English and I only speak French…in class it is French, but even the teacher sometimes she speaks English and I don’t understand” (Sandrine, Personal Communication, November 4, 2008). Josiane shared her friend’s sentiments and added: “In Winnipeg, it’s not too much people who speak French,
but all people who speak English” (Josiane, Personal Communication, November 4, 2008). Claire and Jacqueline, two students from the DRC who also spoke French, agreed when Sandrine and Josiane commented that understanding French is not an advantage in Winnipeg. Claire added: “Everyone here is English…For good job and good home then speak English.” (Claire, Personal Communication, November 4, 2008). Additionally, Josiane mentioned how she felt as though she was starting to lose her French language skills since she now had fewer people in her life with whom she spoke French. Although there is a predominance of English language speakers in Winnipeg as compared to French language speakers, there is a sizable Franco-Manitoban community and a French language post-secondary institution, which is affiliated with the University of Manitoba that could be a possible post-secondary option for French language students.

**Socio-Emotional Experiences**

The socio-emotional experiences of the students refer to a student’s social integration and acceptance into their new educational and home environments including their feelings of comfort and belonging to their school and neighbourhood communities. Specific themes related to students’ socio-emotional experiences include: the student’s participation in extracurricular activities; developing relationships in their educational and community environments; the student’s susceptibility to engaging in criminal activity; and the impact of poverty on students.

**Participation in extracurricular activities.**

The administrators and teachers in both INS classrooms extolled the benefits of student participation in extracurricular activities, and identified EAL student participation
in sports’ teams, the school choir, musical theater and after-school clubs as an indication of whether or not the school’s policy of inclusion was successful. City Collegiate’s Principal, Michel LeClerc, described extracurricular activities as “great equalizers” and proudly remarked how the school’s soccer team is composed of predominantly African students. Regarding students’ participation in extracurricular activities, Principal LeClerc said:

…all kids are invited to participate in the school teams, some of the kids come up for football, soccer is especially popular. In fact, our boys’ soccer team tends to be mostly the African kids…that’s a great socializer, a great equalizer for want of a better phrase. A great socializer, and they’re encouraged as all kids are…their teachers encourage them to be part of that…it’s a function of their level of comfort and as their language skills and their social skills become stronger, their sense of confidence becomes stronger. The proof of the pudding will be when they feel confident about themselves to come out for auditions for the musical for example… (M. LeClerc, Personal Communication, October 24, 2008).

Despite Principal LeClerc’s positive support of his school’s efforts to include EAL students in various extracurricular activities, during my observations in the Intensive Newcomer Support class at City Collegiate, none of the ELL with IFS students were involved in any extracurricular activities, including the after-school program that was specially designed for EAL students. The students cited additional personal demands after school as reasons why they could not participate in the school’s after-school activities. While some of the INS students held after-school jobs, other students were
responsible for taking care of younger siblings, preparing meals for family members and having other household responsibilities that required the students to head home at the end of their school day.

The importance of student involvement in extracurricular activities was also noted by Park Collegiate’s teacher and principal. Jane Fields described extracurricular activities as opportunities for the students to become connected with the school and the wider student population. Jane described ways that she along with other teachers encouraged students to participate in non-academic activities. The teachers’ encouragement included organizing and participating in a weekend soccer club and proactively facilitating opportunities for students to participate and access extracurricular activities. Park Collegiate’s weekend soccer club is described in detail in Chapter 6, yet it is worthy of mention in this chapter since it was the springboard for one student to participate in a school sport’s team and appeared as a source of excitement and anticipation in the INS class at Park Collegiate. To encourage student participation in the weekend soccer club, Jane along with other EAL teachers formed a teachers’ soccer team and competed against the other student teams. The students discussed their excitement and anticipation to either play against or watch their teachers play soccer. While not all of the students were eager or comfortable to play on one of the teams, there seemed to be an interest to watch the games and participate as spectators.

In addition to encouraging students to participate in a school-based extracurricular activity by participating herself, the weekend soccer club also appeared to be an opportunity for Jane to identify her students’ athletic prowess. In an interview Jane
described how during last year’s weekend soccer club she discovered that INS student, Matak, had superior running skills and was ideal for the school’s track team, in recalling watching Matak play soccer, she said:

I went to watch a few of the games and I saw Matak play. I noticed he wasn’t such a great soccer player but could he ever run. He ended up trying out for the school outdoor soccer team, but didn’t make it. Our school teams are so competitive, especially at a school this size, but as I said I looked at him and thought, “oh my gosh that kid is a natural runner”, so I talked with the teacher who does track, and Matak started going to track practices. Actually Matak is involved with the cross-country team right now and he just got ninth in a race. (J. Fields, Personal Communication, October 2, 2008).

When I asked Matak about his participation in the school’s track team, he emphasized how his participation in a sport’s team has given him access to non-EAL friends. While some of Matak’s classmates openly questioned how they might develop relationships with non-EAL students, Matak appeared confident that developing “…friendships with both ESL and Canadian students was easy” (Matak, Personal Communication, October 31, 2008). Chris, an INS classmate of Matak’s, shared Matak’s confidence in developing relationships with non-EAL students. Similar to Matak, Chris joined a school sports’ team and was a member of Park Collegiate’s junior varsity basketball team. Chris and Matak’s participation in school sports’ teams appeared to enhance their confidence and helped in them feeling connected to their school.
The relationship between the INS teacher and her students.
The relationship between the students and their teacher appeared to be a significant determinant in whether or not the student felt as though they belonged to their school community. Additionally, the two INS teachers described in the study were noted to monitor their students’ social relationships and appeared concerned about the students’ susceptibility to negative influences including gang involvement.

Both groups of INS students spoke highly about their teachers and made references to their teacher’s positive personal attributes such as her kindness and patience. The students also referred to situations when their INS teacher had disciplined them or steered them away from a situation which the teacher felt could be problematic for the student. City Collegiate student, Alem, laughed when I asked him about comments his teacher, Maria Diaz, made in class about him staying away from certain individuals. During a classroom observation, Maria showed the students a photo of the previous year’s INS group. When Alem saw the photo he recognized one of the students, who I will refer to as Mike, and said, “that’s my friend”. Following Alem’s comment, Maria abruptly turned to Alem and told him to stay away from Mike. I asked Maria about my observation and asked her about her comments to Alem. Maria explained her concern for students who might be easily persuaded by a student such as Mike, who is engaged in criminal activity and is known to prey on vulnerable students and recruit them into gangs. When explaining her response to Alem, Maria said:

…we know Mike is trouble, and I don’t want him connected with the new students because if they do we kind of see trouble…it’s a problem, gangs are a problem, I think so, because two of our former students are into that now, and two
have been jailed, one of them is Mike and I think he’s one of the bad guys...and then we had this one boy who said he’s not going to get into that and then he turned out, I guess he has one of those personalities and he’s all nice, but after school hours he’s involved in all these activities and we found out he’s into gangs and he’s been in jail twice…he’s been in this country for two years and in jail twice… (M. Diaz, Personal Communication, November 13, 2008).

Maria’s desire to protect her students from potentially harmful relationships indicated her concern for her students’ overall well-being. During my observation sessions in Maria’s INS classroom, she was noted to make additional references to situations and places that she felt her students should avoid for their own personal safety. When I asked Maria about the pieces of advice and the warnings that I had overheard her telling the INS students, she commented on how many of the INS students lacked parental and family support at home and were having to make major life decisions without any advice from a parent or other trusted adult. The “words of wisdom” or “life lessons” that Maria shared with her students during class time supported their enculturation to Canada, and helped in them developing a relationship with Maria and turning to her for support. When I asked the City Collegiate INS students who if anybody they would turn to if they needed help with a personal problem, of the nine students who were interviewed for the study, two said a parent and the other seven said Maria.

Similar to Maria, Jane Fields also made a conscious effort to ensure her students avoided potentially problematic social situations. Park Collegiate student, Chris, referred
to an incident when Jane had contacted his mother to let her know that he had been late for class, he said:

One time I was with my friends and we went to McDonalds and I came late and she called my mum and said that I came late and I was with my friend in the car and ooh I got in trouble…the next day I was like why did you call, and I felt bad about it, and I felt why did she call my mum? And she said it’s because she cares about me. (Chris, Personal Communication, October 31, 2008).

Esther referred to the relationship Jane has with her as well as with her family, and commented that Jane had visited her home and on occasion has called to speak to her mother. Sana and Joseph also mentioned that Jane knows their parents and has called their homes to let their parents know how they are progressing. Park Collegiate students’ parents who were interviewed for this study, expressed their confidence in Jane and appreciated the effort she made to reach out to them and to share with them information about their children. When recalling an occasion when Jane called his home, Joseph’s father, Jeff, voiced his appreciation of Jane’s attempt to communicate with his family and noted the difference that teachers in Canada and the Philippines have with their students’ families when he said:

She called my home and I thought Joseph was in trouble and I become worried because he is too quiet and shy so I thought maybe he didn’t understand something and now he is in trouble, but she said he is fine, everything is fine, you can call me if you have a question. I thought it is good because in the Philippines
the teacher will call if the student is in trouble, but she called to say hello,

laughter. (Jeff, Joseph’s father, Personal Communication, November 20, 2008).

Jane’s relationships with her students’ families helped to establish connections with the students’ home-worlds, which many students positively referred to when describing their relationship with Jane and with their feelings of belonging in the school.

**Students’ susceptibility to engage in criminal activity.**
When I asked Jane about the students’ susceptibility to joining gangs and engaging in criminal activity, she spoke about the importance of creating opportunities for students, which included an education that is responsive to their needs and supports their overall development. Jane perceived the school’s role in creating opportunities for students such as providing an appropriate education, encouraging extracurricular activities and creating an environment in which their families were made to feel welcome, as some of the ways that helped protect students who were at risk of steering away from school and moving into environments and situations that could be detrimental to their progress. Jane also referred to the importance of a support network or even just an individual who acts as a constant advocate for the student when she said:

I often say that if a child has, let’s say when they’re little and if they’re in an environment that’s not so great, if they have one person in their life who believes in them and they know that person believes in them, then that can be what gets them through doing something with their life, something positive, not going through that dark path. So, I think that’s part of what we can do here within the
school to really help these students who face incredible barriers. (J. Fields, Personal Communication, October 23, 2008).

Although Maria did not make a conscious effort to reach out to her students’ families, she shared Jane’s sentiments about the importance of students feeling connected to either their school, ethno-cultural or neighbourhood community. When I asked Maria if some students were more vulnerable to being recruited into gangs because they did not have a connection to a community and possibly did not feel as though they belonged in their environment, she identified a student’s history of experiencing a violent trauma as a reason why some students join gangs. During our conversation Maria recalled the impact that witnessing violence had on one former INS student who was currently in jail, she said:

...And then the one boy, Ali, his mum is here but apparently you know, because of his past experience, because he has actually witnessed the killing of his own father and a brother, they were brutally murdered in front of his eyes, so I guess his first reaction is reacting to what had happened then…it’s like Dr. Jekyll and Mr. Hyde, when he was here, he’s a very nice boy but I can see the potential there that he can be a bully, and I see him in the hallway and he can be so unkind to other students…for some reason over the summer, actually it started in May or June when he was stabbed, I guess he was already doing those things after school hours and then it went downhill from there on, next thing I know, he was jailed twice in the summer. (M. Diaz, Personal Communication, November 13, 2008).
According to Maria, students who were exposed to violence are more vulnerable to gang recruitment. Greta Lee, the director of a settlement agency that focuses on programs for youths, shared Maria’s sentiment that a student’s personal history can impact their behaviour in their new environment. In addition to personal history, Greta also identified poverty and the child’s desire to financially help their family as factors that propel newcomer African refugees to join gangs. According to Greta, her organization created a crime prevention program to educate newcomer African refugees and their families about the dangers in gang recruitment and described the reasons why many newcomer refugees are prone to joining gangs when she said:

…the gangs are working very fast…they are actually waiting beside Welcome Place residence (referring to a refugee shelter) for kids the day after they arrive. And they offer them cell phones. They offer them you know some popular gadgets what parents wouldn’t be able to provide them with. Children who are coming from the refugee camps…their natural environment is a violent environment. They are very much and very fast attracted to another violent environment without knowing the consequences. Very often you talk with the kids and they will tell you sometimes they have to steal food and no one will surely look at this as a crime so they need time to know what’s the difference between the things that they did in their countries to survive and what’s the difference here and the consequences that will affect them for their entire life…So there are some kids who will make a mistake in the first few days when they come to Canada and the consequences will be very tragic for them…the gangs will ask
them “oh could you go just to give this package to another person”. They will take
the pictures of them and after they threaten them that you have to do this because
if not you can be deported or they say your parents will have problems or we will
tell the parents, then the kid is stuck….gangs are very well organized in


Greta explained how the gang situation in Winnipeg is a major concern to her
organization, and described how her organization is creating more youth-based programs
in an effort to “…get to the kids before the gangs do” (G. Lee, Personal Communication,
November 13, 2008). Park Collegiate students’ Chris and Esther referred to the desire to
have material things as well as to financially support their families as the reasons why
many of their friends join gangs. In discussing why some students are lured into gang
involvement, Ester said:

Here a lot of African kids are in gangster stuff, I can’t believe they go to there,
you came like here about your future, you didn’t come here to sell stuff or buy the
weed and stuff, it’s too much…even my cousins when I see them they are selling
stuff, selling drugs and stuff…my mother says to my aunt that they are selling
weed, my aunt she needs money and they supposed to take care of her… she says
to my mother it’s none of your business. (Esther, Personal Communication,

October 31, 2008).

Chris adds that the financial pressures on parents are worrisome to many students, and
the desire to alleviate their parent’s financial burdens leads newcomer refugees to join
gangs. In an interview Chris said:
They have pressure from parents, helping them to pay bills. You feel bad if you don’t have everything and your parents can’t help you. It’s bad and my mum tries to stop the kids because a lot of those kids go to trying sell and stuff, like do some bad stuff and she always wants to stop that…I don’t do the bad stuff, but it’s so easy money so it’s easy for them… (Chris, Personal Communication, October 31, 2008).

According to Jim Maia, a consultant with Manitoba’s Ministry of Education, a lack of appropriate programming for ELLs with IFS not only further traumatizes students who may already have a history of traumatic experiences, but can propel them into criminal activity. When asked about the challenges ELLs with IFS face, Maia referred to the re-traumatizing that occurs when refugees are not given appropriate educational supports and how criminal activity is deemed by some as their only means to attaining a comfortable standard of living. In an interview Maia said:

…part of the problem with kids who have disrupted education and are from refugee backgrounds isn’t just the fact that they’ve had socio-emotional and traumatic experiences, for many of these kids they were further traumatized by not having appropriate education and very often they left the system or were pushed out of the system because it didn’t have appropriate programming and when they go into the employment system because of their low language, low skills, very often they have immense challenges, they may be employed, but they are employed in low end jobs or if they lose that job, they have difficulty getting others, which is the case of these students. It’s not that they weren’t willing to
work hard, because they did in the end, it’s just that they weren’t finding legitimate ways…they’re young and they wanted the same things everyone else had. They are attracted to a consumer society…they say that (criminal activity) is their only hope in making it and of having more of subsistence in North America… (J. Maia, Personal Communication, May 7, 2008).

The students’ attraction to a consumer society was noted by teachers and administrators in both schools as particularly problematic since the majority of the students in the INS classes were poverty-stricken and at times the students and their families were unable to satisfy their basic subsistence needs.

The impact of poverty on students.
The impact of poverty on the students was a significant concern by their teachers and school administrators. Although the INS classrooms’ envisioned and enacted stages did not specifically identify the need to provide basic necessities for these learners, it became apparent that the teachers in both INS class contexts recognized the need to feed their students on a daily basis. During my observations in City Collegiate’s INS class, Maria incorporated opportunities for students to eat food during almost each of my classroom visits. The students were given cake, cookies and hot chocolate almost every day. When I asked Maria about providing her students with food, she laughed and commented that “…food is just my thing” and appeared to downplay the importance of providing food for her students (M. Diaz, Personal Communication, October 1, 2008). However, City Collegiate’s EAL Department Head, Beata Kowalski, and teacher, Jackie Woods, referred to the extreme levels of poverty for many of the INS students and the
issue of hunger as a daily factor for many of the students. Park Collegiate’s Jane Fields recognized the need to ensure that her students had opportunities to access food. During the period of time in which I was conducting observations in Jane’s classroom the school’s administration purchased a small refrigerator for her classroom so that students would be able to have fruit, vegetables and yogurt to satiate their hunger pangs. Jane explained the reason for the refrigerator in the classroom, and the matter of hunger that affects many of her students when she said:

I noticed last year that I had students...who had definitely not eaten breakfast and even in the afternoon, I’ve had a couple of students say, “I’m so hungry”...and I’ve been given a budget for this...I buy oranges, apples, bananas, granola bars and sometimes juices, yogurts. Usually it just sits in that area, and I don’t advertise it to everyone, but I’ve said to the kids, and when we talk about the routine we’ve established for the afternoon class, one of the things they can do is if they want to get an orange or an apple they can help themselves... and some of the kids when they go to track meets and things like that, they don’t necessarily have a lunch and so I know that one of the kids is going to be on a cross country run, and I’ll make sure that morning that I’ve got some bottled waters and I’ve got a bunch of fruit and some granola bars and some crackers...The families are very proud and it’s not that they all require that, but it’s there, enjoy...Anyways, that all stems from, “I’m hungry” and it’s not a reflection on families and it’s not a reflection on anything, it’s a reflection that things are expensive and if we can do
a little something to help them feel a little bit better, that’s great (J. Fields, Personal Communication, October 2, 2008).

In addition to easing the financial burden on the students and their families by providing food for the students, Jane also made athletic equipment available to the students. During an observation session in Jane’s class I noticed a box full of soccer equipment in the INS classroom. When I asked Jane about the soccer equipment in the INS room she provided the following explanation:

…a couple of years ago I started approaching people about used soccer cleats. I’ve started collecting soccer equipment and there’s a box there with cleats, socks and shin pads…Principal Maury has agreed to purchasing some new equipment for students, I’ve actually gone to a family run soccer store called the Sweat Shack and I’ve gone to talk to them to say “Would you be willing to sell me old stock really cheap?”, and they’ve said, “Yes”. So, that equipment is given to students and right now the box says, “help yourself”…And that can be for kids who try out for school teams, club teams or who play for fun with friends or family…The equipment isn’t just for the kids who are elite athletes. (J. Fields, Personal Communication, October 2, 2008).

Jane initiated additional opportunities that may have eased the financial burdens on the students and their families. In an email I received from Jane in April, 2009, she shared with me the following story:

I may have told you that my daughter and I went grad dress shopping at a boutique called Labelle’s. When I was there, the saleslady helping us asked what I
do for a living. I told her I teach English to immigrant high school students. She said that the owner was wanting to reach out to others, and listen to what has developed: In a nutshell... 8 of our graduating female students drove with Mary and I to Labelle’s and each girl selected a new dress, free of charge! The dresses are “older stock”, but trust me, they’re not from when I was in high school!!! The dresses are gorgeous and are only 1 or 2 years old. As well, a company that supplies jewellery to Labelle’s donated certain items, so each could select a necklace, earrings and hairpiece from an assortment. Then, the owner of a floral shop downstairs will prepare a wrist corsage for each. The next step was to take the dresses to a local tailor that I go to, who happens to be an immigrant as well, to make the alterations needed for the perfect fit. Principal Maury will supply the money to cover the alteration costs… (J. Fields, Personal Communication, April 9, 2009).

The students recognized the efforts made by Jane and Park Collegiate’s administration to create opportunities that they would otherwise not experience because of their financial circumstances. Matak spoke about a recent classroom trip to an IMAX movie and expressed his gratitude to participate in activities that are not solely academic. He said:

I do stuff now that I never do before. Last year we saw a play and it’s cool, and then you came with us to see that movie and you just feel enjoy and relax…It’s all school, but it’s fun school stuff…she (referring to Jane) makes sure we do lots of things and we see stuff, it’s good. (Matak, Personal Communication, October 31, 2008).
City Collegiate’s administration also created opportunities for its student body to partake in experiences that might have been financially inaccessible. During the school’s annual picture-day, the fees for professional photos were ten dollars per student. The school realized that the majority of their students’ families could not afford the usual forty dollars or more that the professional companies charged. Principal LeClerc described how the school was able to make the cost of school photos feasible for more families by purchasing the equipment needed to take and produce professional quality photographs, in an interview he said:

…over the last two years we acquired the equipment to do the job ourselves and this year for the first year we’re able to provide them with essentially the same package of pictures for ten dollars, our cost is actually $8 and the extra money we pump back into various student activities for the entire school, but for $10 already this year in our first attempt with that, the picture quality is identical because it’s all digital anyways, whether it’s us or the professional company, it all comes out to the same thing, we’ve had a fourfold increase, 400% increase in the number of families being able to buy those pictures and mostly the large segment of those purchases are EAL purchases. (M. LeClerc, Personal Communication, October 24, 2008).

The efforts made by both schools to ensure their students were not deprived of opportunities because of prohibitive costs indicate the schools’ attempts to promote inclusion. The student’s socio-emotional state deals with their feelings of comfort and
connectedness in their new environment, as well as the pressures and challenges that are inflicted on them because of their status as newcomer refugees.

**Discussion and Summary of the Experienced Stage**

In several instances the participants’ in the two INS classrooms shared similar experiences and sentiments about their educational programs, however, at times the responses by the two school’s teachers and administrators were found to be strikingly different. The experienced stage revealed key factors of the INS classrooms that affected the participants’ experiences. The factors included: the teacher’s expectations of the students’ academic achievement and eventual career aspirations; the use of L1 in teaching EAL; and the importance of a school-wide approach to welcoming newcomer immigrant and refugee students.

**Teacher expectations and students’ aspirations.**

Both groups of students voiced their concern that their INS classes were not meeting their academic needs and providing them with satisfactory opportunities to more quickly advance to a non-EAL program and eventually into post-secondary learning opportunities. In response to the students’ concerns that they were running out of time to attain their academic goals, the two schools chose drastically different responses and while neither program could ensure that their students would definitely advance to post-secondary studies, the City Collegiate INS class appeared to create additional barriers for their students by focusing on non-academic English and allowing the students to experience failure. Neither the INS classroom teacher, Maria Diaz, nor the EAL Department Head, Beata Kowalski, envisioned the students’ future opportunities to
include post-secondary studies, and believed that equipping students with “survival” English skills, as opposed to academic English and subject-specific skills, needed to be the primary instructional focus in City Collegiate’s INS class. Diaz and Kowalski’s low expectations of their students’ future prospects have the potential to influence the students own expectations of their academic abilities and levels of achievement. Miller (2001) suggests that a teacher’s level of expectations of their student’s ability to achieve academically is directly correlated with the student’s level of academic achievement. Miller (2001) refers to Schilling and Schilling (1999) who found that a teacher’s expectations influence the student’s learning experience, thus students who have high expectations placed on them perform at a higher level than those with low expectations, even in situations when their measured abilities are equal. In the case of City Collegiate, the teacher’s and administrator’s low expectations of their students’ future long-term prospects and Kowalski’s placement of linguistically and academically unprepared students in non-EAL subject classes could contribute to students’ perceptions that academic success is not attainable and their long-term goals are unachievable. The refugee student’s self-perception of their academic ability is considered to be more fragile than those learners who have not experienced interruptions in their schooling and have experienced attaining academic success in their past schooling opportunities (Henry, 2009). Additionally, the risk of dropping out is increased when students feel unprepared in their formal school environments (Brown, 2006; McBrien, 2005). Rather than allowing the students to experience failure and feel overwhelmed in an un-supported educational environment, the City Collegiate INS students might have benefited from
alternate supports such as in-class tutoring sessions, academic-focused language learning classes (Ferfolja & Vickers, 2010), and the creation of a division adult education program that included literacy and language acquisition for ELLs with a history of IFS.

**Developing the L1 to support L2 acquisition.**
The teachers in both INS classrooms understood the connection between L1 development and L2 development; however, they were unaware of how to utilize their students’ L1s in formal learning experiences. In reference to using students’ L1s in multilingual contexts, Goldstein (2003) explains that decisions regarding when students use their L1 and when they use the L2 (English) depends on the learning circumstance, and specifically on the knowledge, skills and discourse development that is needed for the learning activity in which they are engaged. Cummins (2007) explains that teachers can promote English language learners’ literacy development by relating their prior-knowledge to their new learning contexts. According to Cummins (2007), the integration of new learning with prior knowledge involves connecting what students know in their first language to the second language they are learning. Thus, utilizing the L1 in the classroom is not only beneficial for students’ English language development but also for their academic development. Walsh (1999) and Coelho (2004) also identify L1 literacy development as crucial to supporting English language development and explain that by promoting L1 development the teacher can accelerate the process of English language and literacy acquisition at a faster rate than if the student was limited to using only English. In both INS classrooms, a number of students shared similar L1s and were noted to communicate with one another in their L1s. Although the students’
conversations appeared to be predominantly social in nature, opportunities for the teachers to encourage academic-related conversations might have stimulated the students to extend their L1 vocabulary and subject-matter understanding to a range of academic topics. If a significant number of students share an L1, which was the case in Jane Field’s INS class with seven of the nine students in the class sharing Arabic as a first language, the school could consider developing the students’ L1 literacy while they develop L2 literacy. Freeman, Freeman and Mercuri (2003) identify the promotion of bilingualism in students with academic gaps as ways to not only extend learning by making connections between the L1 and L2, but additionally as a way to foster students’ self-esteem and pride in their linguistic and cultural background.

Interestingly, the French-language speaking students in Maria’s class did not identify their French language knowledge as valuable in the Manitoba context, yet future academic and professional opportunities may be more accessible to these students if they developed bilingual proficiency (Canadian Council on Learning, 2008). While the other students did not address first language loss as an issue, Josiane’s comment that she was “losing her French” since she no longer had the same opportunities to utilize her L1, questions whether first language loss is a concern for the other students.

**Creating a whole school approach to welcoming students.** Although both teachers spoke about maintaining a professional space with their students, the teachers were aware that some of the students and their families faced significant challenges that impacted their settlement. While the visionaries did not foresee the need for teachers to provide basic necessities for their learners, providing food became an essential component of both classrooms. Additionally, since many young
male African refugees are susceptible to gang recruitment, both teachers appeared to make deliberate efforts to help their students navigate through the difficult decisions they faced in their social and community situations. The teachers’ attempts to protect their students from negative social influences revealed an additional role and responsibility of the INS teacher and highlighted the importance of the teacher-student relationship in the INS context. Virtue (2009) cites ethnographic research that suggests when immigrant and refugee students feel valued by the adults in their school they are more invested in their education and more likely to stay in school. The role of the teacher in the INS classroom might therefore be even more significant to these learners who view their INS classroom teacher as both a role model and a confidante.

The socio-emotional experiences of the students speak to the schools and particularly the two INS teachers’ efforts to connect the students with their school communities and while both teachers did create a welcoming classroom environment and developed relationships with their students, the majority of the students felt isolated from the wider school population. Gagné and Soto Gordon (2011) refer to the role of teachers to foster inclusive practices amongst the school’s EAL and non-EAL students. Both the EAL and non-EAL students in their study believed that teachers could act as a bridge between the two student populations by creating opportunities both in-class and through extracurricular activities that encouraged communication between the two groups (Gagné & Soto Gordon, 2011). Virtue (2009) and Cummins (2001) identify the importance of a school wide effort to welcome immigrant and refugee students. According to Virtue (2009), inclusion of immigrant and refugee students is not the sole responsibility of the
EAL teacher and a truly inclusive environment requires a community approach that includes all school professionals, all students and their families. While the efforts made by both schools to include the students in extracurricular activities, and in the case of Park Collegiate, to create social opportunities for their students to meet the school’s non-INS students, the students appeared to develop somewhat superficial relationships with the non-INS students, and were most comfortable with their fellow EAL students.

**Connecting the Experienced Stage to the Enacted and Envisioned Stages**

The Experienced Stage of the two INS classrooms revealed how the participants in both school contexts felt about the educational programs that were designed for ELLs with IFS; this stage highlights the outcomes from the envisioned and enacted stages. In my endeavour to learn about how teachers are attempting to meet the needs of their ELL with IFS students, I viewed the envisioned stage as my opportunity to gain a greater understanding about how educators can better support ELLs with IFS from the perspectives of the individuals who have experienced the visionaries’ plans and the two schools’ enactment of those plans. The participants’ experiences reveal which aspects of teaching and learning in an INS class are deemed as helpful and essential in fully meeting the ELL with IFS students’ needs, and identify what else needs to be considered in attempting to meet those needs. The experienced highlights the voices of the study’s participants and those most closely affected by the design and delivery of the classrooms.

In listening to the voices of the participants, I was struck by their feelings of anxiety that they were running out of time in their current educational programs. The student participants in both schools expressed wanting more time and opportunities to
fully meet the linguistic and academic benchmarks needed to attain their desired aspirations, i.e. to progress to post-secondary educational programs. This shared experience by both groups of student participants has me question whether the visionaries of the two classrooms needed to more explicitly incorporate an educational plan that extended beyond the students’ high school years. East School Division had created an adult literacy program for ELLs with IFS, and some students saw this as a viable option once they ran out of time in their high school programs. However, East School Division’s students still expressed their anxiety about running out of time to complete their high school graduation requirements. Additionally, at the time of this study a similar program for Central School Division’s ELL with IFS population did not exist, and as a result the students in City Collegiate were unsure about their future educational options once they were no longer eligible to attend a public high school program. An educational plan that more directly transitioned students into an adult literacy program, (similar to how students are transitioned from an elementary program into a junior high school program and identified as a required bridging program that would continue to support ELLs with IFS as they worked towards their various career and professional aspirations), may have reduced some of the students’ feelings of anxiety and the teacher’s sense of urgency that the students required more time in their high school programs.

The next chapter, Chapter 8, further analyzes the study’s key findings and considers the implications from the data collected. This final chapter describes future research in the area of ELLs with IFS, and presents my final comments on my study
which sought to uncover how teachers in Manitoba are attempting to meet the needs of their ELL with IFS students.
Chapter 8: Final Analysis, Discussion, Implications and Conclusion

This chapter reviews the key findings and themes of the study. This chapter also extends the proposed theoretical and conceptual framework by detailing what additional considerations need to be included in designing and teaching a classroom for English Language Learners (ELLs) with a history of interruptions in their formal schooling (IFS). As well, this chapter identifies implications of the study’s findings for various participants, policies associated with the education of ELLs with IFS, and second language teacher education programs. I conclude this last chapter with suggestions for future research as well as my final comments about this study.

Key Findings
This study was designed to answer the following questions:

1) How did the visionaries of the two ELL with IFS classrooms conceptualize the two educational environments that were studied?
   i. What factors influenced the visionaries’ creation and design of the two classrooms?
   ii. How did the designers and developers of the two classrooms identify and define the needs of ELLs with IFS?
   iii. What specific supports and resources made the creation of the two classrooms for ELLs with IFS possible?

2) How did the school administrators and teachers in two different Manitoba school divisions enact their classrooms for ELLs with IFS?
   i. What educational model did the administrators and teachers use to educate ELLs with IFS (i.e. integrated, mainstreamed, sheltered, etcetera)
   ii. What was the educator’s rationale in using their chosen educational model to educate ELLs with IFS?
   iii. What social, academic and linguistic supports, programs and resources are available to ELLs with IFS in the two school divisions?
iv. What pedagogical strategies do the two teachers utilize when teaching ELLs with IFS?

3) What are the participants’ experiences?
   i. What are the teachers’ experiences and views regarding their ELL with IFS classroom?
   ii. What are the students’ experiences and views regarding their school’s ELL with IFS classroom?
   iii. What are the parents or legal guardians’ experiences and views regarding their child’s ELL with IFS classroom?

The three main questions and their sub-questions examined aspects of the two ELL with IFS classrooms as they were envisioned, enacted, and experienced. I viewed these three stages as interconnected with decisions made at one stage influencing and impacting the other two stages. Within each stage specific themes related to the education of ELLs with IFS were categorized under one of four components or areas of focus in the INS classroom: 1) academic development, 2) cognitive development, 3) language development and 4) sociocultural factors. The inclusion of the components and importance attributed to each of the four components at the different stages helped to identify the two INS classrooms’ learning and teaching priorities. In discussing the key findings, this section presents each component as it was identified at the different stages, followed by a discussion and analysis of how the component was incorporated in each of the INS classrooms.

**Incorporating academic content into the INS class.**
At the envisioned stage the Ministry consultants reflected on the importance of integrating academic content in the INS classes and identified math and science knowledge as essential for students to pursue a variety of post-secondary opportunities. Jim Maia, a consultant with Manitoba’s Ministry of Education, viewed EAL programs which focused on survival English skills rather than academic content as wasted educational opportunities. Similar to the
Ministry consultants, the visionaries of East School Division’s INS class identified the importance of teaching academic content at the earliest stages of the language learner’s educational plan. Park Collegiate’s enacted INS classroom was an academic preparatory program that was intended to ease the student’s transition into either EAL content classes or non-EAL content classes. Jane Fields, Park Collegiate’s INS teacher, utilized the pedagogical strategies that DeCapua and Marshall (2011) and Freeman and Freeman (2002) identified as essential in an academically successful program for ELLs with IFS, such as: incorporating thematic units; collaborating with subject specialist colleagues to create academically-challenging, grade-appropriate lessons; repeating content and vocabulary to reinforce ideas and concepts; utilizing students’ prior knowledge and experiences to facilitate learning; and scaffolding instruction to support learning.

In contrast to the visionaries and enactors of Park Collegiate’s INS classroom, City Collegiate’s INS visionaries and teacher steered away from incorporating academic content into the students’ INS lessons, and instead created a curriculum which focused on developing students’ conversational English language proficiency and their “survival language skills”. Although the students in City Collegiate’s INS classroom did have opportunities to access academic content in their ESL adapted subject classes or e-designed courses, such as e-designed Science and e-designed Math, the opportunities to utilize the INS class time to focus on developing and building academic concepts and vocabulary were limited. Instead of teaching the academic concepts, vocabulary and skills separately from the literacy and numeracy focused courses, a more collaborative educational plan for ELLs with IFS that incorporated academic concepts with literacy and language learning, such as what was found in Park

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10 E-designated courses refer to the EAL (E) course designation that is applied to a department developed or department approved course that has been adapted for EAL learners.
Collegiate’s INS class, would have provided students with overlapping opportunities to access academic knowledge and skills and develop a deeper understanding of the content knowledge (Freeman, Freeman and Mercuri, 2003).

The lack of academic rigour observed in City Collegiate’s INS classes could potentially further stall the students’ academic progress and future academic and professional opportunities. Additionally, the administrators and teacher’s focus on students’ “survival language skills” and their low expectations regarding the students’ future opportunities to pursue post-secondary studies appeared to steer the students away from additional opportunities to pursue an academic program. Similar to the refugee students described in Kaprielian-Churchill’s (1996) study, the ELL with IFS students in City Collegiate were being streamed towards low-skilled jobs or vocational programs despite their interest to pursue post-secondary studies. Like the teachers in Roxas’ (2010) study, the administrators and teacher in City Collegiate had low expectations of their students’ future plans to enter university programs. According to Roxas (2010), a teacher’s low expectations of ELLs with IFS are an additional obstacle for refugee students to advance out of poverty and into higher-skilled employment opportunities that would require a strong academic foundation.

The students’ awareness that they required a more thorough academic program than what was provided in City Collegiate’s INS class highlights the students’ feelings of urgency to attain an education that supports their future academic and professional goals. Interestingly, the students in Park Collegiate’s INS class also expressed their concern that their INS classroom was not meeting their academic needs and supporting their future endeavours to speedily advance out of an EAL program and into a mainstream academic program. The students’ desire to attain an academically-sound education and the apparent urgency expressed by both groups of
students reveals the strong motivation that these students had to realize academic success. The initial enthusiasm that newcomer students have when they are first enrolled in school has the potential to wane if they are not academically challenged or feel as though the education they are receiving is not adequately meeting their needs (Kanu, 2008). In such situations, the student’s academic frustrations may “push” them out of school and into undesirable pursuits such as criminal activity (McBrien, 2005) or into low-income, low-skilled employment that will classify them as “working poor”.

The importance of creating a challenging and stimulating academic educational plan for English language learners (ELLs) is stressed by both Thomas and Collier (1997) Freeman and Freeman (2002), and DeCapua and Marshall (2011) who emphasize the necessity for teachers to include subject matter content in a range of subjects at the start of a student’s schooling. The researchers suggest that teachers who postpone including academic content in the ELL student’s curriculum until the student has developed a certain threshold in their English proficiency are further delaying the student’s academic development and stalling the academic gains needed to begin closing the academic gaps which have been incurred.

**The inclusion of cognitive development in the INS lessons.** Thomas and Collier (1997) identified cognitive development, i.e., the construction of thought processes such as decision making, problem solving and reasoning, as a necessary component in a successful language learning class. Teachers are advised to develop their students’ cognitive processes in both their L1 and L2 to support the learner’s perception and higher-order thinking skills (Thomas & Collier, 1997). During data collection the only specific observations that I had of students engaging in tasks that would develop their cognitive processes were in Park Collegiate’s INS class. Jane Fields included tasks and skill development activities
such as lessons on measurement, and weather patterns, which required the students to analyze data, identify relationships, and discuss their understanding about various concepts with one another. The higher-order tasks and activities which these ELLs with IFS engaged in appeared to intellectually stimulate the students and motivate them to stay focused on their lessons.

While instances of developing students’ cognitive processes were observed in Park Collegiate, it is important to clarify that overall my data collection focus and analysis concerning the students’ cognitive development was mainly superficial, and therefore cannot contribute to additional understanding about cognitive development in the ELL with IFS classroom. A more detailed examination of students’ cognitive development was not included in this study and would have required a more thorough focus on my part as the researcher to hone in on cognitive processes and more rigorously examine students’ higher-order reasoning skills. Additionally, the visionaries in both school divisions made no specific reference to cognitive development and did not include directives as to how teachers might ensure their ELL with IFS students’ cognitive needs were integrated into the two INS classes.

**Developing and learning the L2 in the INS class.**

In developing students’ second language (L2), which in the case of this study is English, researchers and language learning theorists insist that the student’s first language (L1) must be developed to a high cognitive level in order for the students’ English language development to reach a level comparable to their native-English speaking peers (Collier & Thomas, 2007). According to Collier and Thomas (2007), when students are afforded with opportunities to develop their L1 through academic work they are more academically successful in their L2. Thus, researchers suggest that teachers develop students’ first language at the same time students are acquiring English (Collier & Thomas, 2007; Freeman, Freeman & Mercuri, 2003).
In the case of this study, language development within the INS classes was solely in English, and there were no formal opportunities for students to develop their L1 within the two educational environments. Although the two teachers in both sites recognized the benefits of students developing their L1, they were unsure how to incorporate academic and language learning opportunities in their students’ L1s. Bilingual language programs in which a literacy student’s L1 was developed alongside their L2 described the ELL with IFS students sharing the same L1, which was Spanish in the case of Freeman, Freeman and Mercuri’s (2003) study and Haitian Creole in Walsh’s (1999) study. The research that suggests educators should create L1 learning opportunities for their ELL with IFS students alongside teaching L2 have celebrated the success of bilingual programs in which the students share the same L1, yet have neglected to suggest how to create the same opportunities to develop L1 when the literacy learners are multilingual (Freeman & Freeman, 2002; Freeman, Freeman & Mercuri, 2003; Walsh, 1999).

The two student groups in this study represented a multitude of languages and dialects. Even in some situations when students shared the same home country, they were from different areas within the country and therefore proficient in different dialects or languages. Additionally, the circuitous nature of the students’ journeys to Winnipeg led them to acquire additional languages along the way, and for some students their educational opportunities, including their literacy development, began in an L2 not in an L1. The complexity of the students’ L1 situations made it difficult for the two INS teachers to consider how to incorporate L1 instruction and develop L1 literacy alongside developing English language and literacy. Additional resources would need to be put in place for L1 instruction in classroom contexts similar to the ones in this study. Such resources may include having teachers with proficiency in the students’ L1 as part of the INS class’ teaching team. The overall format of the INS classrooms would also need to be
modified and instead of intensive sheltered instruction for part of the day, a bilingual model of education or a heritage language program\textsuperscript{11} would need to be created. Yau (1995) found it beneficial when one Ontario school offered ELLs with IFS students an intensive heritage language program for the first two weeks of their schooling. Yau (1995) noted how the two-week intensive L1 classes helped ease the students’ transition to their English-only educational environments. While Coelho (2004) acknowledges that a heritage language program, in which the students with a shared L1 are directed to a designated school to further develop their L1, has definite educational and linguistic benefits, she also cautions on further isolating the students by separating them from learners of other linguistic and cultural backgrounds.

In examining whether L1 instruction could have been incorporated in either of the two INS classrooms, a bilingual or heritage language instructional component for some of the students in Park Collegiate’s INS class might have been possible. Of the nine students in Park Collegiate’s INS class, seven shared Arabic as either an L1 or L2. In between class time, the seven students would communicate in either Arabic or another shared L1. Near the end of my data collection at Park Collegiate, another student from Southern Sudan joined the INS class, and according to Jane Fields, the other Sudanese students were able to help the new student navigate through her first few days at Park Collegiate and utilized their shared L1 as a communication tool. In such linguistic situations where the majority of the INS students share the same L1, it appears plausible to create opportunities for students to develop their L1 for at least part of their school day.

\textsuperscript{11} Heritage languages are defined as all languages other than English, French, or Aboriginal, taught in the public school system, during the regular school day either as: 1) a regular subject (basic heritage language course) or 2) as a language of instruction (bilingual program), or 3) as a language of instruction in an enhanced heritage language program (Manitoba Education, 2011).
While they do not specifically refer to literacy learners, Cummins (2007) cites Lucas and Katz (1994) who suggest the following ways language teachers, who do not share their students’ L1, can introduce bilingual activities into their classroom practice:

1) Pairing students with the same L1 and have them read or tell stories to each other using their L1. The students work together to translate their stories into English to tell other students.

2) Pairing students with the same L1 so that students who are more fluent in English help those who are less fluent.

3) Encouraging students to use bilingual dictionaries as a resource to understand difficult text.

4) Providing students with books and other readings in their L1.

These instructional activities could have been included in the two INS classrooms as either group or pair activities for learners who share the same L1. Such activities may have provided this study’s ELL with IFS students with direct opportunities to: further develop their L1; engage in and extend their prior understandings about ideas, concepts and academic content; promote their identities of competence in literacy; and promote their identity investments in their learning (Cummins, 2007).

**The necessity to meet the ELL with IFS student’s sociocultural needs.**

Sociocultural factors refer to all of the social, emotional and cultural factors that impact the student’s everyday life experiences, have impacted their past experiences, and extend to their home, school, community environments and all societal interactions and experiences.

Educational theorists and researchers identify a student’s feelings of belonging in their educational environment and even generally to the society in which they live, as central to their feelings of self-value, acceptance and identity (Cummins, 2001; Darder, 1991; Yau, 1995).
The student’s feelings of belonging to their educational environments and their relationship with their teachers appeared more important in this context as compared to contexts that describe newcomer language learners who have experiences in schooling prior to their arrival in a new country, have family support upon their arrival, and have family members to rely on for guidance. For the majority of the students in this study, the INS classroom was their first opportunity to access a formal and consistent educational program, and their teachers were their main link to Canadian culture and their educational environment. The students in this study discussed their ambitions for professional attainment and identified their educational opportunities in Canada as necessary for them to realize their long term goals and to attain financial stability and success. The students in the INS classes spoke about their gratitude to access education, and appeared enthusiastic about their schooling experiences. Additionally, the students’ consistent attendance in their INS classes revealed their commitment to school. Although both INS classroom teachers developed welcoming classroom environments for which the students were grateful, many of the students discussed feeling isolated from the wider school population and questioned how they could develop friendships with Canadian students who they defined as non-EAL learners. Notwithstanding both schools’ attempts, and in particular the individual efforts of the teachers, to create extracurricular opportunities and social connections for the INS students, the students in both schools identified their INS teachers as their main and sometimes only Canadian contact.

Similar to Bashir-Ali’s (2003), Kanu’s (2008), and Stewart’s (2007) findings, the male students in Park Collegiate more easily accessed social opportunities with the wider school population through their participation in sports’ teams, whereas the female students appeared to create friendships with their INS classmates and other EAL students. Unlike the male students,
the female students voiced their feelings of loneliness and separation from the wider school population, and questioned how they could make friendships outside of their EAL circles. The approaches by both schools to create social opportunities for the students and to encourage participation in extracurricular activities were commendable. The teachers and administrators understood that the students’ educational experiences required non-academic activities that supported their non-academic interests. However, the INS students were not always able to participate in the different extracurricular activities. Many of the students had considerable responsibilities and concerns that extended beyond what typical adolescents and young adults must endure, including worries about family members who were left behind in war-torn countries. The students also had financial and household responsibilities that took time away from opportunities to engage in after-school programs and extra-curricular activities. Although both schools were aware of their students’ additional responsibilities only Park Collegiate specifically reached out to their ELL with IFS population by creating extracurricular activities that were non-competitive, allowed students to participate as observers and were scheduled at times when students would feel comfortable to be on school property.

An additional significant finding central to the sociocultural component of this study was the importance of the relationship between the student and teacher. The role of the two INS classroom teachers and their relationships with their students extended to an advisory parental role and included providing students with basic necessities. The two INS teachers were aware that some of their students were at risk of recruitment into gangs, faced severe financial hardships and had life histories that included traumatic experiences. Both of the INS teachers created caring classroom environments in which the students were made to feel safe and accepted in their classroom spaces. Additionally, the schools created opportunities for the
students to access professional help in circumstances when meeting their socio-emotional needs were beyond the teacher’s capabilities. Within both school contexts the two INS teachers accepted additional responsibilities to ensure that their students’ basic necessities were met by providing food, and by advising students on how to avoid potentially problematic social situations. These responsibilities appeared necessary in both classroom contexts, and added an extra layer of understanding to the sociocultural needs of the learners, and specifically how educational programs must consider the impact of poverty and the importance of safety on refugee learners (Macdonald, 2007). The school’s role, or in the case of this study the teacher’s role, to ensure that students are able to access basic necessities reveals an added layer to the INS teacher’s roles and responsibilities, highlights the vulnerability and high needs of the students, and presents sociocultural factors that are unique to this group of students (Freeman, Freeman & Mercuri, 2003; McBrien, 2005). Moreover, the two INS teachers understood that if their students’ sociocultural needs were not met, their opportunities to learn would be further jeopardized.

Additions to the “Lens to View the INS Classrooms”

The theoretical and conceptual framework utilized for this study helped me in focusing on the following four components in INS classrooms: 1) academic development; 2) cognitive development; 3) language development; and 4) sociocultural factors. In analyzing the findings, I recognized that two additional considerations needed to be included in a framework that seeks to understand how educators can design, develop and teach an educational program that fully meets the needs of ELLs with IFS. The two additional considerations are: 1) the teacher’s preparedness to meet their student’s needs; and 2) a coordinated whole school approach to administer, organize and support the INS class.
Literacy and reading specialist teachers.

A significant distinction between the two INS classrooms surveyed for this study was the classroom teacher’s feelings of preparedness to meet the academic, language, and literacy needs of their students. While Park Collegiate teacher, Jane Fields, expressed feeling overwhelmed by the responsibilities of teaching a group of learners with high needs, she also described her feelings of preparedness to teach reading, literacy and academic language and concepts to students who were new to school and had no prior literacy experiences. In contrast to Jane’s feelings of preparedness, City Collegiate teacher Maria Diaz spoke candidly about her unfamiliarity with teaching literacy and questioned why she was assigned to teach the INS class. Maria’s disclosure that she felt ill-prepared to teach ELLs with IFS is shared by other EAL teachers who note the drastic distinction between language learners who have literacy skills in their first language and a history of prior schooling as opposed to learners who are not able to rely on their L1 literacy when learning the L2 (Henry, 2009; McBrien, 2005; Roxas, 2010; Virtue, 2009). According to Bashir-Ali (2003), a teacher’s feelings of preparedness to meet their EAL students’ language, academic and literacy needs can impact their relationship with their students. Bashir-Ali’s (2003) study found that teachers who felt ill-prepared and overwhelmed with the added responsibilities attached to teaching ELLs with IFS, showed feelings of resentment to students who had academic needs and challenges that extended beyond what the EAL teacher felt professionally able to support. While Maria did not exhibit resentment towards her students, she did wonder why school administrators assigned her to teach the INS class without providing in-school support to meet the many needs of her ELL with IFS students.

The unique needs of the ELL with IFS students and the obvious differences between these students and other EAL learners requires that a sub-specialization of the EAL teacher be
recognized. Specifically, an EAL teacher needs additional knowledge and pedagogical skills to meet the literacy, academic, cognitive and sociocultural needs of ELLs with IFS. In addition to understanding second language acquisition theory and pedagogical strategies suited to a general EAL population, a specialization in reading, literacy, and numeracy for adolescent-age students appears to be required for teachers in order to be prepared to teach literacy learners who are new to schooling. Understanding the importance of specific and appropriate ways to support the professional development of EAL teachers, and in particular teachers of ELLs with IFS, is essential in provinces such as Manitoba where the academic and professional qualifications of EAL teachers are not recognized as being indispensible and specific qualifications beyond a general teaching degree are not required for those assigned to teach EAL. Prior to the creation of the province’s INS classes, Manitoba’s Ministry of Education surveyed the province’s ESL programs and found that only a minority number of the schools surveyed for the study had an EAL specialist teacher coordinating their school’s EAL program. Of the 403 schools which responded to the survey only 22 reported having a designated EAL teacher as the person responsible for coordinating EAL programming (Manitoba Education, Training and Youth, 2002). In a follow-up study which focused on the education of the province’s refugee learners, the Ministry found that “…while 88.1% of the schools reported literacy as being the most significant challenge, only 14.6% of the schools reported having a literacy teacher or clinician support available for students” (MacKay & Tavares, 2005, p. 10). Furthermore, unlike Ontario, in Manitoba there is:

…no system-wide set of criteria or qualifications to designate ESL teachers. Therefore, what the term ESL teacher means may vary from school to school… an ESL teacher may be considered as one whose primary responsibility is to work with ESL learners, not as
someone who has specialized ESL training (Manitoba, Education, Training and Youth, 2002, p. 12).

The two teachers in my study had practical and academic training in teaching EAL students, yet the marked distinction between Maria and Jane’s abilities to teach ELLs with IFS appears to be attributed to Jane’s experience teaching reading and literacy to beginner readers, i.e. her history as an elementary school teacher. Jane’s preparedness to teach her INS students and her experience teaching reading and literacy was contrasted to Maria’s lack of preparedness to teach literacy learners. The two teachers’ contrasting professional abilities and the challenges teachers face ensuring that the multiple needs of ELLs with IFS are met, reveals the necessity for all INS teachers to be equipped with both a theoretical and conceptual understanding about teaching literacy and reading to adolescents and young adults and how to make the most of their students’ limited classroom time.

_A well-coordinated school-based approach to meeting the needs of ELLs with IFS._ Language learning theorists and researchers such as Cummins (2001) and Nieto (2002) suggest that all teachers, not just EAL teachers, understand second language acquisition principles and utilize pedagogical strategies deemed useful for culturally and linguistically diverse students. Additionally, McBrien (2005) suggests that a school with newcomer refugee students inform their wider student body and teaching staff about the experiences and circumstances that led to the refugee students’ departure from their home countries. According to McBrien (2005), by enlightening the school community about the plight of newcomer refugees, and in particular, war-affected refugees, the school community become more sensitive to the needs of the refugee students and acquires a greater understanding about these learners.
This study reveals that an even broader whole-school approach is necessary to provide appropriate educational programming for ELLs with IFS.

The Ministry consultants surveyed for this study spoke about the importance of a divisionally-administered and coordinated INS classroom and referred to past EAL programs, which were administered by the school and thus vulnerable to the principal’s programming decisions. In order to ensure consistency in their division’s EAL programs, the Ministry encouraged school divisions to oversee their ELL with IFS classrooms, required the school division to directly allocate funds to the INS classroom, and to determine how the funds would be utilized (D. Keys, Personal Communication, May 9, 2008). While divisional responsibility of the INS classrooms ensured the INS class’ existence within the school, a clearer description of the school’s responsibilities to oversee the INS class is necessary. In contrast to Park Collegiate’s INS class, City Collegiate’s INS class existed separately from the school’s main EAL program and the teacher, Maria, worked in isolation from the EAL department. A more coordinated approach by the school to include the INS class within the broader mandate of the school’s EAL program may have helped to create a less isolating atmosphere for the teacher and allotted her with opportunities to voice her insight about how to meet the needs of her students. While Maria described working in isolation from the wider EAL department, Jane Fields described a collegial teaching environment in which she worked together with her school’s administration, other EAL teachers and subject-specialist teachers to plan, schedule and organize an educational plan for the school’s ELLs with IFS. Clearly Jane was accountable for the INS class and had a number of duties and responsibilities that at times were overwhelming, however, unlike Maria she did not appear in a marginalized position or express feeling alone in her attempts to meet her students’ needs. Park Collegiate’s educators appeared to share similar
educational philosophies and endeavoured to create a whole school approach, which included: Jane collaborating with subject-specialist teachers on assessment techniques and lesson plans; the EAL department organizing extracurricular activities that specifically encouraged the participation of ELLs with IFS; and Jane working with the administration to ensure that the students’ needs were met, which included providing basic necessities, communicating with the students’ families and supporting plans for the students’ future endeavours. The unified coordination of Park Collegiate’s INS class provided a less segmented approach to the students’ education than that which was found in City Collegiate and did not isolate Jane or her students from the wider school population. The role of the school divisions in overseeing and coordinating the INS class is necessary to ensure consistency in their schools’ programs, and to guarantee that funding is appropriately allocated to the INS class. However, the division’s commitment to the INS class should not negate the roles and responsibilities of the school community to the ELL with IFS students and the INS teacher.

A new lens to view the INS classroom.

To ensure the language, academic, cognitive and sociocultural needs of ELLs with IFS are met, the two additional considerations that need to be incorporated into a framework for the INS classroom include: 1) a specialized EAL teacher who is adept in teaching literacy, numeracy and reading; and 2) a school-based coordinated approach that embraces the ELL with IFS students as part of the school community and works with the INS teacher to ensure the students’ needs are met. Figure 5 illustrates a news lens to view the INS classroom. An additional layer to the enacted stage would include a planning model to ensure that: 1) a specialized EAL teacher, competent in meeting the needs of ELLs with IFS, is selected to teach the INS class; and 2) a coordinated school approach is in place in which all educators, administrators and school
personnel understand their role and responsibilities in welcoming their newcomer refugee population, and in working towards creating a successful educational plan for ELLs with IFS. The unique needs and circumstances of ELLs with IFS, the professional qualifications required of teachers who work with these learners, and the specific programming considerations necessary to make up for lost educational opportunities, necessitates a different perspective than what has been deemed as most effective in other educational contexts for EAL learners with a history of schooling, and L1 literacy skills. Thus, the lens I initially adopted would need to be modified to better represent these additional concerns at the enacted stage.

![Figure 5: A New Lens to View the INS classroom](image)

**Figure 5: A New Lens to View the INS classroom**

**Implications**

This study sought to understand how schools, and in particular teachers, attempt to meet the academic, linguistic, cognitive and socio-emotional needs of ELLs with IFS, and to learn whether the two specialized classrooms enacted for ELLs with IFS provided students with
opportunities to close the educational gaps they incurred because of war, displacement, and other personal circumstances. The two classrooms studied for my project revealed the complexity of meeting the learners’ needs and identified the different ways teachers, school administrators, school divisions and the Ministry of Education define the learners’ needs and eventually enact educational plans in their attempts to meet those needs. Through analyzing the two INS classrooms in Manitoba, I garnered a greater sense of the implications for the participants of this study, policies associated with the education of these learners, and the necessity for additional professional development for EAL teachers.

Preparing INS teachers through teacher education programs and professional development opportunities.

The clear distinction between this study’s two INS teachers’ overall preparedness to teach literacy learners and the range of instructional competencies observed in the two classes demonstrates the necessity for school administrators to appropriately assign qualified and prepared teachers to their INS classrooms and for teacher education programs to adequately prepare INS teachers. In the case of teaching English language learners, the provincial requirements of EAL educators’ qualifications are inconsistent throughout Canada. In Manitoba there is no requisite body of knowledge or specific course requirements that all EAL teachers must have; and to complicate matters, the diversity found among English language learners, and the range of program models used to teach these students is great. The lack of consistency in preparing EAL teachers has resulted in a massive discrepancy amongst ESL/EAL teachers in their knowledge, skills and abilities. While some second language educators have both academic and experiential knowledge in: 1) second language acquisition theory; 2) appropriate pedagogical practices to teach ELLs; 3) multicultural and anti-racist pedagogy; 4) settlement and integration practices; and 5) ESL infusion practices, others who are hired to teach EAL learners
have limited knowledge and understanding in these five areas. Even amongst teachers with experience and knowledge in teaching EAL, research and literature specific to the teaching contexts of intensive programs designed for refugee newcomers generally describes teachers who work with ELLs with IFS as overwhelmed in their attempts to meet their students’ needs and unsure as to how to close the educational gaps that their students have incurred (Bashir-Ali, 2003; Kanu, 2008; McBrien, 2005; Roxas, 2010). This study confirmed previous findings that the academic, linguistic and school-based needs of ELLs with IFS were unique. Thus these students require teachers to be professionally equipped to teach reading, literacy, numeracy, and academic concepts.

To ensure that EAL teachers are prepared to effectively meet the needs of their students, teachers working with these learners must have access to professional development opportunities that provide them with theoretical and pedagogical knowledge and curriculum resources to meet their students’ needs. A professional development course in a newly created educational model for ELLs with IFS would aid teachers when developing their classroom programs. An educational model, similar to DeCapua and Marshall’s (2011) “Mutually Adaptive Learning Paradigm” could transform the INS classroom and provide the teacher with specific educational objectives and pedagogical strategies. DeCapua and Marshall (2011) outline key elements of an effective educational model for ELLs with IFS, which identifies the unique attributes of ELLs with IFS and considers how their worldview and cultural values impact their learning and identity as students. The key elements of DeCapua and Marshall’s (2011) educational learning model for ELLs with IFS include: 1) ensuring the lesson or project created for ELLs with IFS has immediate relevance to the students, which requires the teacher to make a connection between the student’s pragmatic worldview and the academic world of schooling; 2) creating an
interconnectedness within the classroom community, and maintaining a safe and caring classroom community for ELLs with IFS; 3) incorporating shared responsibility and individual accountability within the lesson by maintaining a cooperative classroom in which learners are encouraged to share and learn informally from one another and progress to engaging in individual activities; 4) moving from oral transmission to the written word by conveying information orally and combining oral tasks with print literacy; and 5) engaging in classroom activities that develop academic ways of thinking and academic tasks, yet are accessible by scaffolding them with familiar language and content.

Additionally, teacher education programs throughout Canada must include a series of core requisite courses for their teacher candidates to qualify as EAL teachers. Within the teacher education program’s Teaching English as a Second Language (TESL) department a series of specialized courses need to be offered in order to ensure that INS classroom teachers are well-equipped with resources, strategies and knowledge on how to effectively and successfully instruct literacy learners. The teacher’s abilities and competencies to effectively instruct ELLs with IFS are fundamental to a student’s overall educational success. Despite any preconceived notions that administrators might have about the professionalization of ESL, or the necessity for EAL teachers to hold specific qualifications, if the teacher is not equipped to meet the student’s needs, any prospective benefits or gains from the established educational program are lost.

**Creating additional educational opportunities for adult literacy learners.**

The students in the two INS classes required additional time to complete their high school studies than the time allowed. The students in Park Collegiate’s INS class were aware that they would need additional time beyond what their school allowed in order to graduate with a high school diploma that could be used to access a post-secondary program. Although it is left up to the discretion of the individual school on whether to allow a student beyond the age of 21 to
continue in a high school program, the majority of the students did not want to remain in an educational environment where they would be older than the majority of students. At the time of this study, East School Division was the only division with a literacy program for adult EAL students; however, since the completion of this study Central School Division has created a similar program. For the majority of ELLs with IFS an adult literacy program is an essential progression from their high school program and permits the learner to develop at a more realistic pace than what divisional policies and Ministry guidelines suggest (Manitoba Education, 2010). Thus, it appears necessary for all school divisions to create a transitional approach to an adult literacy program that is similar to the high school based INS class.

In addition to the adult literacy programs, alternate educational opportunities for the students during their summer holidays and specialized tutoring support that is accessible, would further assist them in realizing their high school education (Ferfolja & Vickers, 2010). The significant gaps in the student’s education and the potential to utilize time outside of the regular school year to help close those gaps, would create opportunities for a more continuous educational plan that could possibly lessen the amount of time it would take students to attain a high school diploma. An added reason to promote a summer school literacy and numeracy program and additional tutoring sessions is to increase the opportunities for students to focus on their school, and possibly deter students who may be lured into socially problematic situations when they are away from school, such a joining gangs.

**Creating resources and materials that are age-appropriate for adolescent literacy learners.**

The teachers in the INS classrooms identified the limited availability of resources and materials for adolescent and young adult literacy learners, and described their efforts to create age-appropriate resources for their students. The lack of age-appropriate literacy materials for
adolescents and young adults required the teachers to create the majority of the resources they used in their classrooms. Additionally, both teachers expressed the stigma high school age students associated with learning literacy skills, and how the juvenile learning materials could contribute to their feelings of embarrassment. The lack of available resources and materials for high school literacy learners is thus problematic for both the teacher and the student since the creation and adaptation of appropriate materials is time consuming and onerous for the teacher, and the use of materials that is deemed too juvenile for high school age students is a cause of embarrassment for the student.

The creation of resources and materials specifically for high school literacy learners would aid teachers in their endeavours to develop student’s academic, linguistic and literacy skills through materials that were intellectually challenging, culturally relevant and most importantly, age appropriate. Additionally, a course textbook or series of lesson plans specifically devised for these learners could potentially act as a guide for educators on how to create a holistic and meaningful education for their ELLs with IFS. Such materials could adhere to provincially established academic and language benchmarks, and thus lead to more consistency in the education of ELLs with IFS.

**Future Research in the Area of Teaching ELLs with IFS**

This study examined two ELL with IFS classrooms in Manitoba, contrasted the two classrooms’ envisioned, enacted and experienced stages and analyzed the different responses by the two teachers, schools and divisions to their individual contexts. The variance in qualifications required to teach EAL, the challenges teachers face in attempting to meet their ELL with IFS students’ needs, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadians schools, surmise that additional research that focuses on teacher
preparation and teaching practices in INS education is needed to better prepare educators face the
demands of supporting this population. This study offers a starting point to examine the
educational contexts of ELLs with IFS. Additional research specific to teaching ELLs with IFS
might include:

1) A more in-depth analysis of the ways teachers in other Manitoba INS classrooms are
attempting to meet the needs of their ELL with IFS students. This study focused on the INS
classrooms in two schools in Winnipeg and on the teaching practices of only two teachers.
However, additional INS classrooms exist in Winnipeg and throughout Manitoba. A study
that examines all of Manitoba’s INS classrooms, and focuses on the pedagogy, teaching
contexts, professional competencies of teachers and how teachers attained their professional
competencies, would provide a greater understanding of issues related to the
professionalization of INS teachers and what professional attributes are required to teach
ELLs with IFS in Manitoba where there is inconsistency in EAL teacher requirements. A
study that focuses on teacher practice in other Manitoba INS classrooms would uncover how
other teachers beyond the two in this study define their teaching priorities, design their INS
classrooms, and work within their school contexts. Such a study would inform teacher
educators and professional teacher licensing boards with information regarding what skills,
abilities and knowledge base are required to equip EAL teachers assigned to INS classrooms
in Manitoba.

2) A broader comparative component to learn about teacher preparation and teaching
practices in other Canadian provinces, and particularly in those communities with significant
populations of ELLs with IFS. A study that extends the research focus to other Canadian
provinces, and possibly to other countries with similar immigration patterns, would shed light
on different provincial and regional policies related to teacher qualifications, teacher practices and pedagogical strategies in additional contexts. It would also reveal other educational initiatives designed to integrate and support refugee newcomers in schools. Studying the teaching contexts outside of Manitoba and Canada may also present greater insight into the topic of using the L1 in L2 and multilingual environments. While language learning theorists and researchers have identified the benefits of developing the L1 at the same time the L2, greater understanding about how teachers in multilingual classroom environments utilize students’ L1 in an L2 environment appears necessary. Information about how teachers can support L1 learning when they do not share their students’ L1 would add to the EAL teacher’s understanding about how to incorporate L1 learning into their L2 classroom practice.

Concluding Comments

A thoughtfully designed, collaboratively-coordinated educational plan that incorporates language learning, academic development, literacy and numeracy instruction in a welcoming, safe and emotionally-responsive environment are features found to be fundamental to teaching and learning in an INS classroom. The two INS classrooms featured in my study revealed the complexity of providing an appropriate education for ELLs with IFS, and identified the pedagogical, structural and programming challenges that both schools and teachers face in ensuring that they meet the academic, linguistic, literacy and socio-emotional needs of their students.

My time in the two INS classrooms afforded me the opportunity to observe a range of teaching practices as well as pedagogical choices that included model learning situations and sometimes flawed executive decisions. While differences in the two research sites were noted, a
shared feature in both classrooms was the two teachers, Maria’s and Jane’s, sincere commitment to provide their students with better educational opportunities than would have been possible if the INS classrooms did not exist. The positive potential impact that a sheltered intensive classroom designed specifically for ELLs with IFS can have on the newcomer refugee student’s future academic and professional prospects is significant. However, the current classrooms require additional resources and modifications in their planning models to fully meet learners’ needs and support teachers in their attempts to meet those needs. The two INS teachers in this study were striving to reduce the academic and linguistic gaps that many of their students incurred because of war in their home countries; or as Jane Fields puts it, she is attempting to create a level playing field and give a sixteen year old kid who has never been to school before a chance to go to high school and “… experience what all high school kids should experience” (Jane Fields, Personal Communication, October 23, 2008).

While teachers in Canada are becoming more comfortable with teaching newcomer immigrant and refugee English language learners in multi-level environments, Intensive Newcomer Support teachers for English language learners with interruptions in their formal schooling are pioneers. Maria Diaz and Jane Fields heightened my awareness about the roles and responsibilities of the INS teacher. Maria and Jane’s commitment to their INS students extended beyond teaching language, literacy, numeracy and subject matter content; their commitment to their students included providing them with basic necessities, protecting them from dangerous social situations, and most importantly respecting their dignity as adolescent and young adult literacy learners.

The near-sighted pessimist in me recognizes that more needs to be done for students who have interruptions in their formal schooling. In today’s society the gap between the “haves” and
the “have-nots” is increasingly being defined by educational attainment and academic expertise. I question why school divisions and Ministry officials are not more aggressively attempting to rectify these learners’ past educational experiences to better prepare them to handle the challenges of working in a highly skilled workforce and knowledge-based economy. I wonder why teacher education programs and professional teacher qualification boards are allowing teachers to step into situations in which they are professionally unprepared and overwhelmed.

However, the far-sighted optimist in me remains idealistic; I recognize that educational change and innovation requires patience and a steadfast commitment to achieving equity in our education system. Thus, I view the INS classrooms in Manitoba as beginning steps in providing a meaningful education for ELLs with IFS. I relish the possibility that in the near future the INS classroom will no longer just “build hope” for newcomer refugees, but will truly “level the playing field” and provide those who seek refuge in Canada with an education that will allow them to realize their long-term goals and dreams, even if the path to those dreams is circuitous.
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Appendix A: Semi-Structured Interview Guide with Manitoba Education Citizenship and Youth Representative/Provincial Consultant

1. Could you tell me about yourself?
   - Country of origin
   - Language and culture
   - Previous education
   - Professional experience

2. Could you describe your current professional position?
   - What are some of your roles and responsibilities as a consultant for the Department of Education in Manitoba?
   - What projects and programs are you responsible for?
   - What is your relationship to the schools in Manitoba?
   - What is your role in working with ELLs with IFS?

3. Could you describe the history of programs for ELLs in Manitoba?
   - What are some of the models and designs of programs that schools in Manitoba have used to teach ELLs?
   - How have programs for ELLs changed in recent years? What are the factors that resulted in changes to programs?

4. Could you describe the province’s position on programs and supports for ELLs?
   - What are some of the factors that influence the province’s creation of different programs?
   - In your opinion, how much of a priority are programs for ELLs, and programs for ELLs with IFS in the Department of Education?

5. Could you describe recent initiatives that the Province of Manitoba has undertaken to support the overall education of ELLs with IFS?
   - What research initiatives has the province initiated or undertaken to learn more about ELLs with IFS and the factors that impact these students?
   - How does the province allocate funds to programs that support ELLs with IFS?
   - What teacher development/professional development for schools has the province initiated or undertaken to support the overall education of ELLs with IFS?

6. Could you describe the Intensive Newcomer Support (INS) grant?
   - What is the INS grant?
   - What was the rationale for creating the INS grant?
1. How many school divisions in Manitoba applied for the INS grant?
2. What were the criteria for awarding the grant?
3. Does the province have any plans to allocate additional funds for ELLs with IFS?

7. Could you describe the major challenges faced by ELLs with IFS?
   - What are some of their school-related challenges?
   - What are some of their home-related challenges?
   - What are some of their integration challenges?
   - What are some of their socio-emotional challenges?

8. Could you describe how your department has responded to helping students overcome the challenges that ELLs with IFS face?

9. Could you describe the major challenges schools and in particular teachers face in educating ELLs with IFS?

10. Could you describe how your department has responded to helping schools and in particular teachers overcome the challenges that they encounter in teaching ELLs with IFS?

11. Could you describe any future initiatives the province is planning on undertaking regarding programming for ELLs with IFS?

12. Could you please define ‘appropriate’ educational programming?
   - In your opinion what is appropriate educational programming for ELLs with IFS?
   - How does the province/various school divisions define appropriate educational programming for ELLs with IFS?

13. Is there anything else that you would like to tell me about the province’s role and initiatives in programs for ELLs with IFS or about your own work in this area?
Appendix B: Semi-Structured Interview Guide with EAL Consultant

1. Could you tell me about yourself?
   - Country of origin
   - Language and culture
   - Previous education
   - Teaching experience
   - School Administration experience
   - Professional qualifications (Teaching Qualifications, Administration qualifications, ESL qualifications)
   - Professional development experiences and qualifications

3. Could you describe your current professional position?
   - What are some of your roles and responsibilities as an EAL consultant?
   - What projects and programs are you responsible for?
   - What is your relationship to the schools in your division?

4. Could you describe your school division?
   - What area encompasses this division?
   - How many schools are in your school division’s jurisdiction?
   - What are some of the programs available in your school division?
   - What are some of the programs for ELLs in your school division?
   - How does your division make decisions regarding the creation, implementation and delivery of ELL programs?

5. Could you describe the students in your division?
   - What are the ethno-cultural backgrounds of your students?
   - What are the linguistic backgrounds of your students?

6. Could you describe the ELL with IFS students in your division?
   - How many ELL with IFS students are in your school division?
   - What are the ethno-cultural and linguistic backgrounds of the ELL with IFS students in your division?
   - What are some of the major challenges faced by the ELL with IFS student population in your division?

7. Could you describe the programming for ELLs with IFS in your school?
   - What is the model/design of the program?
   - What is the rationale for implementing that program design?
What are some key features of your divisions program for ELLs with IFS?
What factors influenced the creation and implementation of the ELL with IFS program in your division?

8. Could you describe the reception and assessment of ELL students in your school division?
   - What methods of assessment are used by your school division?
   - How are ELL students and their families received in your school division?
   - How are ELL students placed in the different schools and school programs in your division?

9. Could you describe some of the needs of ELLs with IFS?
   - What are students’ academic needs?
   - What are students’ linguistic needs?
   - What are students’ literacy needs?
   - What are students’ socio-emotional needs?

10. Could you describe the methods used by your school division to meet the various needs of the ELL with IFS student population in your division?

11. What are some of the major challenges that you face as an EAL consultant in meeting the needs of ELL with IFS students?

12. What supports, resources and programs are needed to instruct ELL with IFS students?

13. Could you describe your school division’s INS grant application?

14. Could you please define ‘appropriate’ educational programming?
   - In your opinion what is appropriate educational programming for ELLs with IFS?
   - How does your school program define appropriate educational programming for ELLs with IFS?
   - How does your school division define appropriate educational programming for ELLs with IFS?

15. Is there anything else that you would like to tell me about your school or the ELL with IFS program in your school?
Appendix C: Semi-Structured Interview Guide with School Administrators

1. Could you tell me about yourself?
   - Country of origin
   - Language and culture
   - Previous education
   - Teaching experience
   - School Administration experience
   - Professional qualifications (Administration qualifications, ESL qualifications)
   - Professional development experiences and qualifications

2. Could you describe your school?
   - How many students do you have?
   - How many ELLs does your school have?
   - How many ELLs with IFS does your school have?
   - How are the ELL programs in your school organized?
   - What is your role in the creation of your school’s programs?
   - What was your role in the creation of your school programs for ELLs with IFS?

3. Could you describe your school’s program for ELLs with IFS?
   - Could you describe the history of your school regarding the creation of programs for ELLs with IFS?
   - What is the design of your school’s program?
   - Why was this design chosen?
   - What are some of the factors that influenced the design of your school’s program?
   - What are some of the factors that influence the delivery and implementation of your school’s program?
   - Who are some of the key people who had a role in the design of your school’s program? What was the specific role of the various people who influenced the design of the school’s program?

4. Could you describe the supports, and resources available to your teachers and students?
   - Academic supports and resources
   - Language supports and resources
   - Literacy supports and resources
   - Socio-emotional supports and resources

5. Could you describe the needs of ELLs with IFS?
   - What are some of your students’ educational needs?
   - What are some of your students’ linguistic and literacy needs?
   - What are some of your students’ social-emotional needs?
6. Could you describe how your school supports your students’ needs?
   ➢ Are there members of your school staff that are specifically trained to teach and work with ELLs with IFS/learners from war-affected refugee backgrounds?
   ➢ How are the ELL with IFS students in your school integrated into the school’s culture?

7. Could you describe your hiring practices for teachers who work with ELLs with IFS?
   ➢ What are some of the qualifications and skills that teachers who work with ELLs with IFS need to have?

8. Could you describe your relationship with the different members of your school?
   ➢ What is your relationship with your school’s teachers?
   ➢ What is your relationship with your school’s students?
   ➢ What is your relationship with the ELL with IFS students in your school?
   ➢ What is your relationship with the ELL with IFS students’ parents/families?

9. Could you please define ‘appropriate’ educational programming?
   ➢ In your opinion what is appropriate educational programming for ELLs with IFS?
   ➢ How does your school program define appropriate educational programming for ELLs with IFS?
   ➢ How does your school division define appropriate educational programming for ELLs with IFS?

10. Is there anything else that you would like to tell me about your school or the ELL with IFS program in your school?
Appendix D: Semi-Structured Interview Guide with Teachers, First Interview

1. Could you tell me about yourself?
   - Country of origin
   - Language and culture
   - Previous education
   - Teaching timetable
   - Teaching experience
   - Professional qualifications (ESL qualifications)
   - Professional development experiences and qualifications

2. Could you describe your classroom situation?
   - How many students do you have?
   - How much time in a day do you spend with your students?
   - How is your classroom organized?

3. Could you describe the educational program in which you teach?
   - Describe the design of the educational program for ELLs with IFS that your school has enacted.
   - Articulate the rationale for choosing this specific design to teach ELLs with IFS.
   - Describe your role in the design and implementation of the educational program for ELLs with IFS at your school.
   - Are there any changes you would make to your school’s program for ELLs with IFS? Please describe these changes, and your reason why these changes would be made.

4. Could you describe your students?
   - Where are your students from?
   - What are some of the languages which your students speak?
   - Could you describe some of the prior educational experiences of your students?
   - What are some of your students’ educational needs?
   - What are some of your students’ linguistic and literacy needs?
   - What are some of your students’ social-emotional needs?

5. Could you describe some of the challenges you have in teaching ELLs with IFS?
   - What challenges do you have in regards to teaching content?
   - What challenges do you have in regards to teaching language?
   - What challenges do you have in regards to teaching literacy?

6. What resources and supports are available to you as a teacher?
   - What resources and supports do you utilize?
What resources and supports do you require?
What resources and supports would you like to have but do not?

6. Could you describe your role as a teacher for ELLs with IFS?
   ➢ What are your main responsibilities?
   ➢ What activities have you engaged in to meet your students’ academic needs?
   ➢ What activities have you engaged in to meet your students’ language needs?
   ➢ What activities have you engaged in to meet your students’ literacy needs?
   ➢ What activities have you engaged in to meet your students’ social-emotional needs?

7. Could you describe your relationship with your students?

8. Could you describe your relationship with your students’ parents/families?

9. Could you describe your teaching?
   ➢ What are some strategies you employ to teach ELLs with IFS?
   ➢ What are your teaching priorities?
   ➢ Are there any specific accommodations or modifications that need to be made for ELLs with IFS?

10. Could you please define ‘appropriate’ educational programming?
    ➢ In your opinion what is appropriate educational programming for ELLs with IFS?
    ➢ How does your school program define appropriate educational programming for ELLs with IFS?
    ➢ How does your school division define appropriate educational programming for ELLs with IFS?

11. Is there anything else that you would like to tell me about teaching ELLs with IFS?
**Semi-Structured Interview Guide with Teachers, Second and Third Interview**

*Teacher participants will be asked additional questions in the 2nd and 3rd Interview that will include questions about teaching practices and classroom situations that were observed during the observation sessions.*

1. A teacher often plays many roles and has numerous responsibilities. Could you describe some of your roles and responsibilities as a teacher for ELLs with IFS?

2. Could you describe your relationship with your students?
   - How do you build a relationship with the students in your class?
   - How do you build a relationship with your students’ families?

3. Could you describe some of the challenges you have in teaching ELLs with IFS, and how you attempt to overcome some of these challenges?

4. Do you have any opportunities to attend professional development seminars/workshops? If yes, could you explain whether these seminars/workshops have been beneficial?

5. Could you describe the knowledge base and skill-set that you feel a teacher of ELLs with IFS needs to have in order to effectively instruct these learners?

6. Could you describe how you prepare yourself to instruct ELLs with IFS?

7. Is there any specific area, topic or skill that is particularly challenging for ELLs with IFS to learn or for you to teach? If yes, could you please describe what that is, and why it is so challenging?

8. What expectations do you have in terms of your students’ academic and career aspirations?

9. If you could make some changes to your students’ current educational program, what would they be?

10. Could you describe an ideal educational program for ELLs with IFS?
Appendix E: Semi-Structured Observation Guide

Date: ___________ Time Start: ___________ Time End: ___________

School: __________________ Division: ______________________________

Teacher: ________________________

Teacher Gender: ____________

Grade Level: ____________ Course Title: ___________________

Class Period: ________________

Number of Students: ____________________

Number of Male Students: ___________ Number of Female Students: ____________

Approximate Ages of Students: _____________________________________________

________________________________________________________________________

Language of Instruction: __________________________

Languages spoken/used in the Classroom: _____________________________________

________________________________________________________________________
Draw the room arrangement
Describe what is on the walls
Areas of Observation

*Academic*

Content of the lesson

Materials Used

Teaching Strategies

References to students’ prior knowledge and prior experiences

Scaffolding

*Linguistic*

Focus on language

Extending students’ knowledge of language

Use of L1

Literacy instruction

*Affective/Social*

Affirming students’ culture and languages

Role of the teacher

Interactions between students and teacher

Interactions between students and students

**Notes:**

1. The guide is not a rigid tool but a frame that will help in capturing the happenings of the classroom and the overall educational environment of the students.
2. Observations will be followed by notes that capture the researcher’s reflections on her observations in the classroom/school (see field notes chart).
3. Observations will be followed by interviews that probe teachers on their teaching strategies, classroom interactions, and ask teachers to elaborate on any situations or interactions which the researcher needs clarification.
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>What Do I See?</th>
<th>What Do I Hear?</th>
<th>What Am I Thinking?</th>
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Appendix F: Semi-structured Interview Guide for the Student Focus Group

1. Could each of you please tell me a little bit about yourself?
   - Country of origin
   - Language and culture
   - Previous educational experiences
   - ELL education
   - Immigration to Canada
   - ELL level
   - Living Situation
   - Co-curricular Involvement/Hobbies
   - Employment

2. Could you describe your educational program?
   - What are some of the things that you are learning at school? (content, language)
   - What kinds of activities do you do in your classroom?
   - How do you spend your time in the classroom?
   - If I was to walk into your classroom, what would I see you doing?
   - What kinds of extracurricular activities do you participate in?

3. Could you describe your needs as a student in this educational program?
   - What are some things that you feel you need to learn, or skills that you need to have to be a good student?
   - Describe the kind of language support that you need?

4. Could you describe some of the challenges you face as a newcomer student?

5. Could you describe different ways your challenges could be overcome and your needs met?
   - How can the school help you in overcoming your challenges and meeting your needs?
   - How can your teacher help you in overcoming your challenges and meeting your needs?
   - How can the wider community help you in overcoming your challenges and meeting your needs?
   - How can your parents/families/legal guardians help you in overcoming your challenges and meeting your needs?

6. Could you describe the relationships you have with different people at your school?
   - What is your relationship like with your teacher(s)?
What is your relationship like with your fellow students?
Are there any other individuals at your school with whom you interact with on a regular basis? What is your relationship like with these individuals?
In your opinion, what is the most important relationship a newcomer ELL with IFS student has at their school? Why is this relationship the most important relationship?

7. Could you describe some of your educational experiences since coming to Canada?
   - How were you received by this school (school division) when you first enrolled in this program?
   - What is your school/teacher doing that is very helpful to you?
   - What are some programs, supports, resources that your school (school division) has implemented that are helpful to you?
   - What are some programs, supports, resources that you would like your school (school division) to implement?

8. Could you describe your educational and professional aspirations?
   - What are your future academic and professional goals?
   - How is your school/teacher supporting you in attaining your educational and professional goals?

9. In your opinion, what would an ideal educational program be for ELLs with IFS?
   - If you could design a program for ELLs with IFS, what would the program be like? What would the students be doing each day? What would the teachers be doing each day?

10. Is there anything else you would like to tell me about the education you are receiving or about your school and your experiences as a newcomer ELL to Canada?
Appendix G: Semi-structured Focus Group Interview Guide for Parents and Legal Guardians

1. Could each of you please tell me about yourself?
   - Country of origin
   - Language and culture
   - Previous educational experiences
   - ELL education
   - Immigration to Canada
   - Employment

2. Could each of you please tell me about your children who are enrolled in an ELL with IFS educational program?
   - Number of children
   - Gender of children
   - Age of children
   - Previous educational experiences of children

3. Could you describe some of the challenges your children are facing as ELLs with IFS?

4. Could you describe some of the ways your child’s school/teacher/school division have tried to help your child overcome some of the challenges they face?

5. What expectations do you have in terms of your child’s future career or school related aspirations?

6. Are there any ways that you support your child in their school related activities, and in their overall education? If yes, please describe them.

7. How do you feel about the education that your child is receiving?

8. What would be the ideal learning environment for your child?

9. If you could make some changes to your child’s current education/school program, what would they be?

10. Is there anything else that you would like to tell me about your child’s education, their school, or this school division?
Appendix H: Semi-Structured Interview Guide with School Settlement Workers and School Social Workers

1. Could you tell me about yourself?
   - Country of origin
   - Language and culture
   - Previous education
   - Teaching experience
   - School Administration experience
   - Counselling experience
   - Settlement experience
   - Professional qualifications (Counselling Qualifications, Teaching Qualifications, Administration qualifications, ESL qualifications)
   - Professional development experiences and qualifications

2. Could you describe your current professional position?
   - What are some of your roles and responsibilities as a SWIS/school social worker?
   - What projects and programs are you responsible for?
   - What is your relationship to the schools in your division?
   - What is your role in working with ELLs with IFS?

3. Could you describe some of the needs of ELLs with IFS?
   - What are their academic needs?
   - What are their linguistic needs?
   - What are their literacy needs?
   - What are their socio-emotional needs?
   - What are their integration needs?

4. Could you describe some of the challenges ELLs with IFS face?
   - What are some of their school-related challenges?
   - What are some of their home-related challenges?
   - What are some of their integration challenges?
   - What are some of their socio-emotional challenges?

5. Could you describe how you try to respond to students needs and help them in overcoming some of their challenges?
   - What specific strategies do you use to respond to meeting the needs of ELLs with IFS?
What resources, supports and programs are required to meet the needs of ELLs with IFS?

6. Could you describe some of the challenges that teachers face in schooling ELLs with IFS?

7. Could you describe how you support teachers in your school who work with ELLs with IFS?

8. Could you describe some of the challenges and needs of the parents/families of ELLs with IFS in your school division?
   - How do you support the parents/families of ELLs with IFS in your school division?
   - What services and resources are available to the parents/families of ELLs with IFS in your school division?

9. In your opinion what school program model is best suited for ELLs with IFS?
   - What are the key features of the ideal school program for ELLs with IFS?
   - What resources and supports need to be implemented for an ideal school program for ELLs with IFS?

10. Could you describe your school division’s INS grant application?

11. Could you please define ‘appropriate’ educational programming?
    - In your opinion what is appropriate educational programming for ELLs with IFS?
    - How does your school division define appropriate educational programming for ELLs with IFS?

12. Is there anything else that you would like to tell me about your school division or the ELL with IFS program in your school division?
Appendix I: Email Letter of Introduction to Representative from the Manitoba Education, Citizenship and Youth Department (MECY)

Date

(name and address of the Representative from MECY)

Dear (Name of Representative from MECY):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am writing to inform you about my interest to conduct research in Manitoba schools that have designed programs for English language learners (ELLs) with Interrupted formal schooling (IFS).

I am contacting you to inquire whether you would be interested in participating in my research study, which seeks to learn how Canadian schools support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study to undertake. Studies related to the educational needs of ELLs with IFS have yet to examine the programs developed by Canadian school divisions. This study will fill this void, and identify how schools are attempting to provide a meaningful and relevant education for this population. My study, entitled: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling, examines educational programs in two Manitoba school divisions and seeks to uncover how Manitoba schools, are attempting to successfully integrate and educate this population. Examining Manitoba’s vanguard programs will have implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant and refugee populations similar to Canada.

I am interested in interviewing you to learn about the different English as a second language programs in Manitoba, the history of these programs, and the creation of programs for ELLs with IFS. The interview session will be approximately 60 minutes long, and it will be recorded on a digital audio recorder and transcribed.

If you accept to participate in this study, you may rest assured that your privacy will be protected at all times. The interview transcript and its recording will be kept confidential,
known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available to you upon request. Be assured that any reference you make to different Winnipeg school divisions, schools, teachers, as well as other participants who may not want their identity revealed will be kept confidential in the thesis and in any subsequent presentations or publications. All participants in this study will be referred to using pseudonyms. I will take great care to assure that the identities of all participants will not be revealed in any other fashion, such as through background information. All data and audio recordings will be kept in locked files accessible only to me and will be destroyed ten years after the end of the study.

If you do decide to participate in this study, you will have the option of withdrawing at any time without suffering any adverse affects or having to explain your reasons for withdrawal.

I would like to discuss this study with you in more detail and answer any questions that you might have, and will contact you in a few days to further discuss this study. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(xxx-xxx-xxxx)  
Email:  xxx@xxxx
Appendix J: Letter of Consent for Representative from the Manitoba Education, Citizenship and Youth Department

Date

(name and address of Representative from MECY)

Dear (name of Representative from MECY):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am conducting a study for my doctoral thesis in which I will examine how Canadian schools support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). Research related to ELLs with IFS is limited and this study helps to fill this void and provide insight and information to other Canadian and international contexts that serve ELLs with IFS.

Your participation in this study will consist of the following:

- I will interview you at a time and location that is convenient for you. The interview will take approximately 60 minutes and will be recorded on a digital audio recorder and transcribed. In the interview you will be asked questions about:
  - Your educational background and professional experience
  - Your current professional position
  - The history of programs for English language learners in Manitoba
  - The factors that influence the creation of various English language learner programs in Manitoba
  - Recent initiatives that the Province of Manitoba has undertaken to support the overall education of language learners with interrupted formal schooling
  - The Intensive Newcomer Support Grant
  - The education of English language learners with interrupted formal schooling in Manitoba

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason. Your name will not appear on any of the data and a pseudonym will be assigned to you. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee.
All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

If you have any questions about your rights as a participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

I will provide you with a summary of the findings of the study once it is completed. If you agree to the conditions of this study, please fill out the consent form attached and submit it to the researcher.

If you have any questions or concerns about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx.
Consent Form
(to be signed by the Representative from Manitoba, Education, Citizenship and Youth)

Title of the Research:  *At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling*

Name of the Researcher:  Ranya A. Khan

Institutional Affiliation:  Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the box.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to participate in this study.

Name (please print):  _____________________________________________________________

Date:  ______________________________
Appendix K: Email Letter of Introduction to the School Division’s English as an Additional Language (EAL) Consultant

Date

(name and address of the School Division EAL Consultant)

Dear (Name of EAL Consultant):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am writing to inform you about my interest to conduct research in Manitoba schools that have designed programs for English language learners (ELLs) with Interrupted formal schooling (IFS).

Having already received permission from the University of Toronto, and the school division, I am contacting you to inquire whether you would be interested in participating in my research study, which seeks to learn how Canadian schools support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study to undertake. Studies related to the educational needs of ELLs with IFS have yet to examine the programs developed by Canadian school divisions such as yours. This study will fill this void, and identify how schools, such as those found in your school division, are attempting to provide a meaningful and relevant education for this population. My study, entitled: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling, examines educational programs in two Manitoba school divisions and seeks to uncover how Manitoba schools are attempting to successfully integrate and educate this population. Examining Manitoba’s vanguard programs will have implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant and refugee populations similar to Canada.

I am interested in interviewing you to learn about the initiatives your school division has undertaken to meet the needs of English language learners in Manitoba, and specifically for ELLs with IFS. The interview session will be approximately 60 minutes long, and it will be recorded on a digital audio recorder and transcribed.
If you accept to participate in this study, you may rest assured that your **privacy will be protected at all times**. The interview transcript and its recording will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available to you upon request. Be assured that any reference you make to different Winnipeg school divisions, your own school division, schools, teachers, as well as other participants who may not want their identity revealed will be kept confidential in the thesis and in any subsequent presentations or publications. All participants in this study will be referred to using pseudonyms. I will take great care to assure that the identities of all participants will not be revealed in any other fashion, such as through background information. All data and audio recordings will be kept in locked files accessible only to me and will be destroyed ten years after the end of the study.

If you do decide to participate in this study, you will have the option of withdrawing at any time without suffering any adverse effects or having to explain your reasons for withdrawal.

Although, you will not receive any direct benefit to participate in this study, to convey my appreciation for your time and involvement in this study as well as for the time and involvement of the school teachers in your school division, I will agree to lead a professional development workshop for your school staff in an area of my professional expertise. The topic of this workshop can be negotiated between you and I once all data collection in your school division is completed. Furthermore, the workshop will take place once all the data is collected from your school division.

I would like to discuss this study with you in more detail and answer any questions that you might have, and will contact you in a few days to further discuss this study. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(xxx-xxx-xxxx)  
Email: xxx@xxxx.
Appendix L: Letter of Consent for the School division English as an Additional (EAL) Consultant

Date

(name and address of EAL Consultant)

Dear (name of EAL Consultant):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am conducting a study for my doctoral thesis in which I will examine how Canadian schools support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). Research related to ELLs with IFS is limited and this study helps to fill this void and provide insight and information to other Canadian and international contexts that serve ELLs with IFS.

Your participation in this study will consist of the following:

- I will interview you at a time and location that is convenient for you. The interview will take approximately 60 minutes and will be recorded on a digital audio recorder and transcribed. In the interview you will be asked questions about:
  - Your educational background and professional experience
  - Your current professional position
  - The history of programs for English language learners in Manitoba
  - The factors that influence the creation of various English language learner programs in Manitoba
  - Recent initiatives that the Province of Manitoba has undertaken to support the overall education of language learners with interrupted formal schooling
  - Recent initiatives that your school division has undertaken to support the overall education of language learners with interrupted formal schooling
  - The Intensive Newcomer Support Grant
  - The education of English language learners with interrupted formal schooling in Manitoba
  - The education of English language learners with interrupted formal schooling in your school division
Your participation in this study is voluntary, and you may refuse to answer any questions, stop
the interview, and withdraw from this study without suffering any adverse effect and without
having to give a reason. Your name will not appear on any of the data and a pseudonym will be
assigned to you. The raw data gathered through this study will be kept confidential, known only
to me and the members of my thesis committee.

All transcripts and recordings from the interview, as well as research notes will be kept in a
locked file that is only accessible to me. All data collected for this study will be destroyed after
ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in
this research may still identify you from some of the quotations or descriptions used in the final
text of the research paper.

While you will not benefit directly from this study, if you wish, I will provide you with a
summary of the findings of the study once it is completed. Additionally, I will lead a professional
development workshop for your school staff in an area of my professional expertise. The topic
of this workshop can be negotiated and decided upon by you and I once all data collection in
your school division is completed. Furthermore, the workshop will take place once all the data is
collected from your school division.

If you have any questions about your rights as a participant in this study, you may contact the
University of Toronto Ethics Review Office at 416-946-3273 or through email at:
ethics.review@utoronto.ca

If you agree to the conditions of this study, please fill out the consent form attached and submit it
to the researcher.

If you have any questions or concerns about the study, please contact me in person, by telephone,
or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at
xxx@xxxx.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxx
Consent Form
(To be signed by the School Division English as an Additional Language Consultant)

Title of the Research: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling

Name of the Researcher: Ranya A. Khan

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the box.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to participate in this study.

Name (please print): _____________________________________________________________

Date: __________________________________________
Appendix M: Email Letter of Introduction to the School’s Principal

Date

(name and address of the school)

Dear (name of principal):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am writing to inform you about my interest to conduct research in your school. Your school is an ideal site for my study due to the presence of English language learners with Interrupted Formal Schooling in your school population, and because of the existence of programs at your school for these learners.

Having already received permission from the University of Toronto, and the school division, I am now contacting you to inquire whether your school would be interested in participating in my research study, which seeks to learn how Canadian schools, such as your school, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study to undertake. Studies related to the educational needs of ELLs with IFS have yet to examine the programs developed by Canadian school divisions such as yours. This study will fill this void, and identify how schools such as (insert name of school here) are attempting to provide a meaningful and relevant education for this population. My study, entitled: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling, examines educational programs in two Manitoba school divisions and seeks to uncover how Manitoba schools, such as yours, are attempting to successfully integrate and educate this population. Examining Manitoba’s vanguard programs will have implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant and refugee populations similar to Canada.

I am interested in interviewing you, as well as members of your school staff who work with ELLs with IFS, and have been directly involved in the reception, assessment and instruction of these learners. I would also like to observe a classroom with ELLs with IFS, and interview students from that class as well as the students’ parents/legal guardians. My research would involve the following:
- **Interviewing you** (the school principal); the interview session will be approximately 60 minutes long, and it will be recorded on a digital audio recorder and transcribed.

- **Interviewing your school’s social worker and settlement worker**; each of these interviews will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed.

- **Interviewing and observing a teacher in your school** who is responsible for the instruction of ELLs with IFS. There will be 3 interviews. Each interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. There will be 10 classroom observation sessions. Observations will take place on a weekly basis. Each observation session will be the length of the class period. Information from the observations will be recorded in a fieldwork journal.

- Conducting **focus group interviews with the ELL with IFS students** in the classroom in which observations will take place, and their parents/legal guardians. Students and parents will be interviewed in separate focus groups. There will be one interview for each group. Each focus group interview will be approximately 60 minutes long. Each focus group interview will be recorded on a digital audio recorder and transcribed.

- **Maintaining a research journal** in which I will document my observations and experiences of attending your teacher’s class, as well as the school environment.

- **Collecting and analyzing curriculum materials and resources** that your teachers use to instruct ELLs with IFS.

Throughout my research, I will do my best to not interfere in the everyday school and classroom environment. If you agree to allow me to conduct this study in your school, you may rest assured that your **privacy, as well as that of your school staff, your students, and their families will be protected at all times**. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available upon request. Be also assured that the identity of the board, the school, the teacher, the students, and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that the identities of all participants will not be revealed in any other fashion, such as through background information. All data and audio recordings will be kept in locked files accessible only to me and will be destroyed ten years after the end of the study.

If you do decide to participate in this study, you will have the option of withdrawing at any time without suffering any adverse effects or having to explain your reasons for withdrawal.

If you agree to participate in this study, I will seek permission from an ELL with IFS teacher in your school, a social worker in your school, a settlement worker in your school, the ELL with IFS students and their parents before any data collection begins.
I would like to discuss this study with you in more detail and answer any questions that you might have, and will contact you in a few days to further discuss this study. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(xxx-xxx-xxxx)  
Email: xxx@xxxx
Appendix N: Letter of Consent for School Principal

Date

(name and address of the school)

Dear (name of principal):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Based on what we have already discussed, I am writing to you to formally request permission to conduct research in your school and your participation in this study.

As part of my thesis research, I want to learn about how Canadian schools such as yours attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS).

Having already received permission from the University of Toronto, and the school division, I am now requesting your permission to conduct this study at your school.

The research will include the following:

- **Interviewing you** (the school principal); the interview session will be approximately 60 minutes long, and it will be recorded on a digital audio recorder and transcribed.
- **Interviewing your school’s social worker and settlement worker**; each of these interviews will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed.
- **Interviewing and observing a teacher in your school** who is responsible for the instruction of ELLs with IFS. There will be 3 interviews. Each interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. There will be 10 classroom observation sessions. Observations will take place on a weekly basis. Each observation session will be the length of the class. Information from the observations will be recorded in a fieldwork journal.
- **Conducting focus group interviews with the ELL with IFS students** in the classroom in which observations will take place, and their parents/legal guardians. Students and parents will be interviewed in separate focus groups. There will be one interview for each group. Each focus group interview will be approximately 60 minutes long. Each focus group interview will be recorded on a digital audio recorder and transcribed.
- **Maintaining a research journal** in which I will document my observations and experiences of attending your teacher’s class, as well as the school environment.
• Collecting and analyzing curriculum materials and resources that your teachers use to instruct ELLs with IFS.

• In the interview you will be asked questions about:
  o Your educational background and professional experience
  o Your current professional position
  o Your school’s students and the programs available at your school
  o Your school programs for English language learners, and specifically for English language learners with interrupted formal schooling
  o Your school’s support and resources for teachers and students

If you accept that I conduct this study in your school, you may rest assured that privacy will be protected at all times. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available upon request. School division also assured that the identity of the board, the school, the teacher, the students and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason.

If you have any questions about your rights as a participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

If you accept, I will proceed in recruiting the teacher, social worker, school settlement workers, the students and their parents/legal guardians. I will make all the necessary arrangements that will include seeking the teacher’s social worker’s settlement worker’s, the students’ parents’ and the students’ permission. It is understood that the participants may ask me to stop my study at any time, without giving a reason.

Please complete the attached consent form and return it to me. I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in
person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(xxx-xxx-xxxx)  
Email: xxx@xxxx
Consent Form
(to be signed by School Principal)

Title of the Research:  
*At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling*

Name of the Researcher:  Ranya A. Khan

Institutional Affiliation:  Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the box.

☐ I, ________________________________, have read and understood the terms and conditions of this study and I agree to participate in this study.

Name (please print): __________________________________________________________

Date: ______________________________
Appendix O: Letter of Introduction to the School’s ELL Teacher

Date

(name and address of the school)

Dear (name of teacher):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am writing to inform you about my interest to conduct research in your classroom.

Having already received permission from the University of Toronto, the school division, and your school’s principal, I am now contacting you to inquire whether you would be interested in participating in my research study, which seeks to learn how Canadian schools such as yours, and specifically teachers such as you, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study to undertake. Studies related to the educational needs of ELLs with IFS have yet to examine the programs developed by Canadian school boards such as yours. This study will fill this void, and identify how schools such as (insert name of school here), and teachers such as you, are attempting to provide a meaningful and relevant education for this population. My study, entitled: "At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling," examines educational programs in two Manitoba school divisions and seeks to uncover how Manitoba schools, are attempting to successfully integrate and educate this population. Examining Manitoba’s vanguard programs will have implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant and refugee populations similar to Canada.

I am interested in interviewing you, as well as members of your school staff who work with ELLs with IFS, and have been directly involved in the reception, assessment and instruction of these learners. I would also like to observe your classroom with ELLs with IFS, and interview students from that class as well as the students’ parents/legal guardians. My research would involve the following:
• **Interviewing you.** There will be 3 interviews. Each interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. Each interview will take place after school, or at a time that is most convenient for you.

• **Observing your classroom.** There will be 10 classroom observation sessions. Observations will take place on a weekly basis. Each observation session will be the length of the class period. Information from the observations will be recorded in a fieldwork journal.

• **The first interview will take place before the first observation session, the second interview will take place after the fourth observation session, and the final interview will take place once all observation sessions are complete.**

• **Conducting focus group interviews with the ELL with IFS students in your classroom, and their parents/legal guardians.** Students and parents will be interviewed in separate focus groups. There will be one interview for each group. Each focus group interview will be approximately 60 minutes long. Each focus group interview will be recorded on a digital audio recorder and transcribed.

• **Maintaining a research journal in which I will document my observations and experiences in attending your class, as well as the school environment.**

• **Collecting and analyzing curriculum materials and resources that you use to instruct ELLs with IFS.**

Throughout my research, I will do my best to not interfere in your classroom. If you accept that I conduct this study in your classroom, you may rest assured that your privacy as well as that of your students and their families will be protected at all times. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. Be assured that the identity of this school division, the school, the principal, other teachers, the students, and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that the identities of all participants will not be revealed in any other fashion, such as through background information. All data and audio recordings will be kept in locked files accessible only to me and will be destroyed ten years after the end of the study.

If you agree to participate in this study, a summary of the thesis will be made available to you upon request. In addition, as a token of appreciation for your involvement and participation in this study you will receive an educational resource gift certificate.

If you do decide to participate in this study, you will have the option of withdrawing at any time without suffering any adverse effects or having to explain your reasons for withdrawal.

If you agree to participate in this study, I will seek permission from your students and their parents before any data collection begins. I will need your permission to meet with the students in your classroom to discuss this study with them, and to distribute information letters to the students and their parents. This meeting will only take ten minutes, and can take place at a time...
that is convenient for you and your students. During this meeting, I will explain to your students
that their involvement in this study is voluntary and their involvement in the study will in no way
affect their academic achievement or status in your classroom.

I would like to discuss this study with you in more detail and answer any questions that you
might have. If you would like to receive more information about the study, please contact me in
person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr.
Antoinette Gagné at xxx@xxxx.

In a few days, I will contact you in person, by telephone or through email, to inquire if you are
interested in participating in this study.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Appendix P: Letter of Consent for School Teacher

Date

(name and address of the school)

Dear (name of teacher):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Based on what we have already discussed, I am writing to you to formally request permission to conduct research in your classroom and for your participation in this study.

As part of my thesis research, I want to learn about how Canadian schools such as yours, and teachers, such as yourself, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS).

Having already received permission from the University of Toronto, the school division, and your school principal, I am now requesting your permission to conduct this study in your classroom.

The research will include the following:

- **Interviewing and observing you in your classroom.** There will be 3 interviews. Each interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. There will be 10 classroom observation sessions. The first interview will take place before observations begin, the second interview will take place after the fourth observation session and the third interview will take place after the last observation session. Observations will take place on a weekly basis. Each observation session will be the length of the class. Information from the observations will be recorded in a fieldwork journal.

- **Conducting focus group interviews with the ELL with IFS students in your classroom, and their parents/legal guardians.** Students and parents will be interviewed in separate focus groups. There will be one interview for each group. Each focus group interview will be approximately 60 minutes long. Each focus group interview will be recorded on a digital audio recorder and transcribed.

- **Maintaining a research journal** in which I will document my observations and experiences of attending your class, as well as the school environment.

- **Collecting and analyzing curriculum materials and resources** that you use to instruct ELLs with IFS.
• **In the interview** you will be asked questions about:
  - Your educational background and professional experience
  - Your current professional position
  - Your classroom
  - Your students, and your relationship with your students and their families
  - Your experience in teaching English language learners with interrupted formal schooling
  - Your school programs for English language learners, and specifically for English language learners with interrupted formal schooling
  - The support and resources available to you and your students
  - Your role as a teacher for English language learners with interrupted formal schooling

• **In the observation sessions**, areas of observation will include:
  - Academic areas and factors
  - Linguistic areas and factors
  - Affective/social areas and factors

If you accept that I conduct this study in your classroom, you may rest assured you’re your **privacy will be protected at all times**. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available upon request. Be also assured that the identity of the board, the school, the teacher, the students and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason. The researcher will not be communicating any evaluative comments to your principal, the parents of your students or any other person of authority.

I hope that you will agree to let me conduct this study in your class as it may prove beneficial to other ELL teachers who work ELLs with IFS. Also, as a token of appreciation for your time and
involvement in this study you will receive a bookstore gift certificate upon completion of your involvement with the research.

If you accept, I will proceed in recruiting the students. I will make all the necessary arrangements that will include seeking students’ parents/legal guardians and students’ permission.

If you have any questions about your rights as a participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

If you agree to the conditions of this study, please complete the attached consent form and return it to me. I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Consent Form

(To be signed by ELL Teacher)

Title of the Research:  
*At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling*

Name of the Researcher:  
Ranya A. Khan

Institutional Affiliation:  
Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the box.

☐  I, ______________________________, have read and understood the terms and conditions of this study and I agree to participate in this study.

Name (please print):  
________________________________________________________________________

Date:  
________________________________________________________________________
Appendix Q: Letter of Introduction to the School’s Social Worker

Date

(name and address of the school)

Dear (name of school social worker):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am writing to inform you about my interest to conduct research at your classroom.

Having already received permission from the University of Toronto, the school division, and your school’s principal, I am now contacting you to inquire whether you would be interested in participating in my research study, which seeks to learn how Canadian schools such as yours, and specifically individuals such as you, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study to undertake. Studies related to the educational needs of ELLs with IFS have yet to examine the programs developed by Canadian school divisions such as yours. This study will fill this void, and identify how schools such as (insert name of school here), are attempting to provide a meaningful and relevant education for this population. My study, entitled: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling, examines educational programs in two Manitoba school divisions and seeks to uncover how Manitoba schools, are attempting to successfully integrate and educate this population. Examining Manitoba’s vanguard programs will have implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant and refugee populations similar to Canada.

I am interested in interviewing you to learn more about your work with ELLs with IFS, and with these learners’ families. I would like to conduct one interview with you. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. The interview will take place after school, or at a time that is most convenient for you.
If you agree to participate in this study, you may rest assured that your privacy as well as that of your colleagues, students and their families will be protected at all times. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available to you upon request. Be assured that the identity of this school division, the school, the principal, the teachers, the students, and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that the identities of all participants will not be revealed in any other fashion, such as through background information. All data and audio recordings will be kept in locked files accessible only to me and will be destroyed ten years after the end of the study.

If you do decide to participate in this study, you will have the option of withdrawing at any time without suffering any adverse effects or having to explain your reasons for withdrawal.

I would like to discuss this study with you in more detail and answer any questions that you might have. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx. If you are interested in participating in this study, please contact me.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Appendix R: Letter of Consent for the School's Social Worker

Date

(name and address of the school)

Dear (name of school social worker):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Based on what we have already discussed, I am writing to you to formally request permission for your participation in this study.

As part of my thesis research, I want to learn about how Canadian schools such as yours, and individuals, such as yourself, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS).

Your participation in the research includes interviewing you once. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed.

- In the interview you will be asked questions about:
  - Your educational background and professional experience
  - Your current professional position
  - The students at your school, and your relationship with these students and their families
  - Your school’s programs for English language learners, and specifically for English language learners with interrupted formal schooling
  - The support and resources available to you, to your colleagues, to the students at your school, and to the students’ families
  - The needs of English language learners with interrupted formal schooling
  - School programming for English language learners with interrupted formal schooling
  - Your school’s Intensive Newcomer Support Grant application
  - Your role as someone who works with English language learners with interrupted formal schooling

If you agree to participate in this study, you may rest assured that your privacy will be protected at all times. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available upon request. Be assured that the identity of the board, the school,
the school’s principal, the school’s teachers, the students and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason. The researcher will not be communicating any evaluative comments to your principal, the parents of your students or any other person of authority.

If you have any questions about your rights as a participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

If you agree to the conditions of this study, please complete the attached consent form and return it to me. I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Consent Form

(To be signed by School Social Worker)

Title of the Research: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling

Name of the Researcher: Ranya A. Khan

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the box.

☐ I, ________________________________, have read and understood the terms and conditions of this study and I agree to participate in this study.

Name (please print): _____________________________________________________________

Date: _____________________________________________________________
Appendix S: Letter of Introduction to the School’s Settlement Worker

Date

(name and address of the school)

Dear (name of school settlement worker):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I am writing to inform you about my interest to conduct research at your classroom.

Having already received permission from the University of Toronto, the school division, and your school’s principal, I am now contacting you to inquire whether you would be interested in participating in my research study, which seeks to learn how Canadian schools such as yours, and specifically individuals such as you, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS). The complex and unique needs of the ELL with IFS population, and statistical projections that calculate an increase in the number of ELLs with IFS in Canadian schools make this a timely and important study to undertake. Studies related to the educational needs of ELLs with IFS have yet to examine the programs developed by Canadian school divisions such as yours. This study will fill this void, and identify how schools such as (insert name of school here), are attempting to provide a meaningful and relevant education for this population. My study, entitled: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling, examines educational programs in two Manitoba school divisions and seeks to uncover how Manitoba schools, are attempting to successfully integrate and educate this population. Examining Manitoba’s vanguard programs will have implications for other Canadian provinces with greater ELL populations, as well as for international contexts that have high immigrant and refugee populations similar to Canada.

I am interested in interviewing you to learn more about your work with ELLs with IFS, and with these learners’ families. I would like to interview you on one occasion. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. The interview will take place after school, or at a time that is most convenient for you.
If you agree to participate in this study, you may rest assured that **your privacy as well as that of your colleagues, students and their families will be protected at all times**. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available to you upon request. Be assured that the identity of this school division, the school, the principal, the teachers, the students, and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that the identities of all participants will not be revealed in any other fashion, such as through background information. All data and audio recordings will be kept in locked files accessible only to me and will be destroyed ten years after the end of the study.

If you do decide to participate in this study, you will have the option of withdrawing at any time without suffering any adverse effects or having to explain your reasons for withdrawal.

I would like to discuss this study with you in more detail and answer any questions that you might have. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx. If you are interested in participating in this study, please contact me.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(xxx-xxx-xxxx)  
Email: xxx@xxxx
Appendix T: Letter of Consent for the School’s Settlement Worker

Dear (name of school settlement worker):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Based on what we have already discussed, I am writing to you to formally request permission for your participation in this study.

As part of my thesis research, I want to learn about how Canadian schools such as yours, and individuals, such as yourself, attempt to support the academic, linguistic and social integration of English language learners (ELLs) with interrupted formal schooling (IFS).

Your participation in the research includes interviewing you once. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed.

- In the interview you will be asked questions about:
  - Your educational background and professional experience
  - Your current professional position
  - The students at your school, and your relationship with these students and their families
  - Your school’s programs for English language learners, and specifically for English language learners with interrupted formal schooling
  - The support and resources available to you, to your colleagues, to the students at your school, and to the students’ families
  - The needs of English language learners with interrupted formal schooling
  - School programming for English language learners with interrupted formal schooling
  - Your school’s Intensive Newcomer Support Grant application
  - Your role as someone who works with English language learners with interrupted formal schooling

If you agree to participate in this study, you may rest assured that your privacy will be protected at all times. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. In addition, a summary of the thesis will also be made available upon request. Be assured that the identity of the board, the school,
the school’s principal, the school’s teachers, the students and their parents/legal guardians will be kept confidential in the thesis and in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason. The researcher will not be communicating any evaluative comments to your principal, the parents of your students or any other person of authority.

If you have any questions about your rights as a participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

If you agree to the conditions of this study, please complete the attached consent form and return it to me. I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(xxx-xxx-xxxx)  
Email: xxx@xxxx
Consent Form
(To be signed by School Settlement Worker)

Title of the Research: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling

Name of the Researcher: Ranya A. Khan

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the box.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to participate in this study.

Name (please print): _____________________________________________________________

Date: _________________________________________________________________
Appendix U: Letter of Introduction to Students

Date

Dear Students,

I am a Ph.D. student at the I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I would like to conduct research in Teacher’s name’s classroom. I am interested in learning about how schools and in particular, how teachers, support English language learning students who have a history of interrupted formal schooling.

I have already been granted permission from Teacher’s name, Principal’s name, and your parent/legal guardian; however, before I begin my research study, I would like to get your permission to collect data in Teacher’s name’s classroom.

My data collection will include the following:

- I will observe Teacher’s name’s classroom on 10 separate occasions. I will record the observation sessions in my research journal.
- I will be asking you and your parents/guardians if you are willing to participate in a focus group interview. Parents and students will attend separate focus group interviews. Each focus group interview will take approximately 60 minutes. If you agree to participate in a focus group interview, I will organize the interview to take place at a time and location convenient for the interview participants. Snacks will be provided during the interviews. All interviews will be recorded on a digital audio recorder and transcribed. The maximum number of participants in each focus group is 8; the first 8 people who volunteer to participate in the focus group will be accepted. If more than 8 people agree to volunteer, additional focus group interviews will take place.

My presence in the classroom will not interfere or disrupt your learning or your academic studies. My data collection and the results that are obtained for this study will not have any impact on your grades in any way whatsoever. All the information gathered in this study will remain private and confidential. Codes and pseudonyms will be assigned to all the participants in this study. My thesis supervisor and I will be the only people with access to this data. All the data will be stored in a locked filing cabinet and I will be the only person who has access to these files. All the data from this study will be destroyed after 10 years. Teacher’s name, Principal’s name, or any other teacher who works at this school, will not have any access to the data. I will do my best to maintain your privacy and confidentiality, however, those persons within your...
immediate school environment and other acquainted with this study may be able to identify you from some of the quotations or descriptions used in the final text of the research paper.

Should you agree to participate in this study, you will have the opportunity to withdraw at any time and to choose not to continue to participate in this study. If you are under the age of 18 years old, your parents/legal guardians will also been given a consent form. I will not begin my data collection until I have been granted permission from both you and your parents/legal guardians.

I would like to discuss this study with you in more detail and answer any questions that you might have. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx. If you are interested in participating in this study, please contact me.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Appendix V: Letter of Consent for the Student

Date

Dear (name of student):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Based on what we have already discussed, I am writing to you to formally request permission for your participation in this study.

As part of my thesis research I want to learn about how Canadian schools, such as yours, support the needs of students, such as you, who are English language learners with interrupted formal schooling.

Your participation in the research includes the following:

- You will be interviewed with 7 other students in a focus group interview. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. The focus group interview will take place after school at a time that is convenient for you and the other volunteers in the study. Snacks will be served at the focus group interview. In the focus group interview you will be asked about:
  - Yourself, including your educational background, your culture, your immigration to Canada
  - Your school program
  - The students at your school, and your relationship with these students
  - Your experiences as a newcomer to Manitoba and Canada
  - The support and resources available to you, to your fellow students and to your families
  - Your future goals and dreams

- I will observe your classroom 10 times. Each observation session will be the length of time of the classroom period. During the observations, I will focus on the following different areas:
  - What the students are learning
  - How the students are learning
  - Interactions the students have with each other and with their teacher

If you agree to participate in this study, you may rest assured that your privacy will be protected at all times. Please know that your identity, your parents/legal guardian’s identity, the school, the school’s principal, and your school’s teacher will be kept confidential in the thesis.
and in any other presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason. The researcher will not be communicating any evaluative comments to your principal, your teacher, your parents or any other person of authority.

If you have any questions about your rights as a participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

If you agree to the conditions of this study, please complete the attached consent form and return it to me.

Once this study is finished, if you like, I can give you a copy of my findings.

I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Consent Form

(To be signed by Student)

Title of the Research: At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling

Name of the Researcher: Ranya A. Khan

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check either one or both of the boxes.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to allow Ranya Khan to observe me in Teacher’s name’s classroom up to 10 times.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to volunteer in a focus group interview which will take approximately 60 minutes and will be at a convenient time and location agreed upon by the focus group participants and Ranya Khan.

Name (please print): _____________________________________________________________

Date:   _____________________________________________________________

I can be reached at the following phone numbers: ______________________ (home),
_________________________ (other). I can be reached at the following email address (please print clearly): ______________________________________

Appendix W: Letter of Introduction to Parents/Legal-guardians

Date

Dear Parents/Legal Guardians,

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. I would like to conduct research in Teacher’s name’s classroom. I am interested in learning about how schools and in particular, how teachers, support English language learning students who have a history of interrupted formal schooling.

I have already been granted permission from Teacher’s name, Principal’s name, however, before I begin my research study, I would like to get your permission to collect data in Teacher’s name’s classroom.

My data collection will include the following:

- I will observe Teacher’s name’s classroom on 10 separate occasions. I will record the observation sessions in my research journal.
- I will be asking you and your child if you are willing to participate in a focus group interview. Parents and students will attend separate focus group interviews. Each focus group interview will take approximately 60 minutes. If you agree to participate in a focus group interview, I will organize the interview to take place at a time and location convenient for the interview participants. Snacks will be provided during the interviews. All interviews will be recorded on a digital audio recorder and transcribed. The maximum number of participants in each focus group is 8; the first 8 people who volunteer to participate in the focus group will be accepted. If more than 8 people agree to volunteer, additional focus group interviews will take place.

My presence in the classroom will in no way interfere or disrupt your child’s learning or their academic studies. My data collection and the results that are obtained for this study will not have any impact on your child’s grades in any way whatsoever. All the information gathered in this study will remain private and confidential. Codes and pseudonyms will be assigned to all the participants in this study. My thesis supervisor and I will be the only people with access to this data. All the data will be stored in a locked filing cabinet and I will be the only person who has access to these files. All the data from this study will be destroyed after 10 years. Teacher’s name, Principal’s name, or any other teacher who works at this school, will not have any access to the data. I will do my best to maintain your privacy and confidentiality, however, those
persons within your immediate school environment and other acquainted with this study may be able to identify you from some of the quotations or descriptions used in the final text of the research paper.

Should you agree to participate in this study and allow your child to participate in this study, you will have the opportunity to withdraw at any time and to choose not to continue to participate in this study. Should you decide to withdraw yourself and your child from this study, you may do so without having to give any reason and without incurring any adverse consequences. Should you withdraw your child from this study, I will not observe your child during classroom activities and I will not document any interactions that your child has with their teacher, fellow classmates or any other person, nor will I document any comments that are made by your child during the observation sessions. Your child has been given a copy of the consent form and has been asked to participate in this study. I will not begin my data collection until I have been granted permission from both you and your child.

I would like to discuss this study with you in more detail and answer any questions that you might have, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan
Ph.D. Candidate
Ontario Institute for Studies in Education
University of Toronto
(xxx-xxx-xxxx)
Email: xxx@xxxx
Appendix X: Letter of Consent for the Parent/Legal Guardian

(To be printed)

Date

Dear (name of Parent/Legal Guardian):

I am a Ph.D. candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Based on what we have already discussed, I am writing to you to formally request permission for your participation in this study, and for the participation of your son or daughter in this study.

As part of my thesis research I want to learn about how Canadian schools support the needs of students who are English language learners with interrupted formal schooling.

Your son or daughter’s participation in the research includes the following:

- Your child will be interviewed with 7 other students in a focus group interview. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. The focus group interview will take place after school at a time that is convenient for you and the other volunteers in the study. Snacks will be served at the focus group interview. In the focus group interview your child will be asked about:
  - Their educational background, their culture, their immigration to Canada
  - Their school program
  - The students at their school, and their relationship with these students
  - Their experiences as a newcomer to Manitoba and Canada
  - The support and resources available to them, their fellow students and to their families
  - Their future goals and dreams

- I will observe your son or daughter’s classroom 10 times. Each observation session will be the length of time of the classroom period. During the observations, I will focus on the following different areas:
  - What the students are learning
  - How the students are learning
  - Interactions the students have with each other and with their teacher
Your participation in the research includes the following:

- You will be interviewed with five other parents/legal guardians who have children in your child’s classroom. The interview will be approximately 60 minutes long, and will be recorded on a digital audio recorder and transcribed. The focus group interview will take place at a time and location that is convenient for you and the other volunteers in the study. Snacks will be served at the focus group interview. In the focus group interview you will be asked about:
  - Yourself, including your education, professional experience, language, culture and immigration to Canada
  - Your children and their education
  - Your child’s school
  - Your child’s classroom
  - Your expectations for your child’s future

If you agree to participate in this study, you may rest assured that your privacy will be protected at all times. Please know that your identity, your child’s identity, the school, the school’s principal, and your child’s teacher will be kept confidential in the thesis and in any other presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. The raw data gathered through this study will be kept confidential, known only to me and the members of my thesis committee. All transcripts and recordings from the interview, as well as research notes will be kept in a locked file that is only accessible to me. All data collected for this study will be destroyed after ten years.

Although I will take every action to ensure your anonymity, those knowing you are involved in this research may still identify you from some of the quotations or descriptions used in the final text of the research paper.

Your participation in this study is voluntary, and you may refuse to answer any questions, stop the interview, and withdraw from this study without suffering any adverse effect and without having to give a reason. Should you decide to withdraw yourself and your child from this study, you may do so without having to give any reason and without incurring any adverse consequences. Should you withdraw your child from this study, I will not observe your child during classroom activities and I will not document any interactions that your child has with their teacher, fellow classmates or any other person, nor will I document any comments that are made by your child during the observation sessions. The researcher will not be communicating any evaluative comments to your child’s principal, your child’s teacher or any other person of authority.
If you have any questions about your rights as a participant in this study, or your child’s rights as participant in this study, you may contact the University of Toronto Ethics Review Office at 416-946-3273 or through email at: ethics.review@utoronto.ca

If you agree to the conditions of this study, please complete the attached consent form and return it to me.

Once this study is finished, if you like, I can give you a copy of my findings.

I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact my thesis supervisor, Dr. Antoinette Gagné at xxx@xxxx.

Sincerely,

Ranya A. Khan  
Ph.D. Candidate  
Ontario Institute for Studies in Education  
University of Toronto  
(XXX-XXX-XXXX)  
Email: xxx@xxxx
Consent Form

(To be signed by Parent)

Title of the Research:  
At the Margins: An examination of the pedagogical challenges and issues facing English language learners with interrupted formal schooling

Name of the Researcher:  
Ranya A. Khan

Institutional Affiliation:  
Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check the boxes below.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to allow Ranya Khan to observe my child in Teacher’s name’s classroom up to 10 times.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to allow my child to volunteer in a focus group interview which will take approximately 60 minutes and will be at a convenient time and location agreed upon by the volunteers and Ranya Khan.

☐ I, ______________________________, have read and understood the terms and conditions of this study and I agree to volunteer in a focus group interview which will take approximately 60 minutes and will be at a convenient time and location agreed upon by the focus group participants and Ranya Khan.

Name (please print): __________________________________________________________

Date:  ___________________________________________________

I can be reached at the following phone numbers: ______________________ (home), ______________________ (other). I can be reached at the following email address (please print clearly): __________________________