

# APA Sample Paper

**Please note:** The page numbers in the comments refer to the APA Student Guide.

1

**Alberta Teachers Supporting Literacy for English Language  
Learners**

Jane Student

School of Human Services, Lethbridge College

EDU-2252: ESL Instructional Support

Dr. Josh Vanderwaal

January 10, 2020

Place page numbers in the top right corner. Student papers do not require a running head unless specifically requested by your instructor.

Set your line-spacing to 2.0 or double spacing for the entire document.

Your title should be centred and bold. Use title case (capitalize important words and words with four or more letters). The title should state the main topic concisely.

Add an extra line space between the title and the name(s) of the author(s). Keep the author name(s) centred, but not bold. Start a new line for each of these pieces of information:

- institutional affiliation, including the name of the school, department, or division
- course code and title
- instructor's name (include the instructor's preferred designations, like Dr., PhD, RN, etc.)
- due date

## **Alberta Teachers Supporting Literacy for English Language Learners**

Students in Alberta classrooms reflect the diversity of Canada's multicultural embrace. Many of these culturally diverse students are also **English Language Learners (ELLs)** who struggle with English language acquisition and literacy. More and more ELLs are attending school in Alberta every year. In the Edmonton Public School board, **Superintendent Robertson and Assistant Superintendent Liguori (2014)** report that the number of ELLs nearly doubled from 9, 597 to 18, 278 students in just five years (from 2008–2009 to 2013–2014). For teachers, the challenge is how to best support all Alberta students, including ELLs. In fact, the **Alberta Teachers' Association (2018) *Code of Professional Conduct*** mandates that teachers work to address all students' educational needs and specifically notes that teachers must act "without prejudice as to...linguistic background" (p. 1). These expectations highlight significant challenges for teachers. **Helfrich and Bosh (2011)** argue that many teachers supporting literacy for ELLs have a poor grasp of literacy in other cultures, cannot properly differentiate instruction, and place too little value on peer interactions. **Helfrich and Bosh** further explain that differentiating instruction can be problematic

Start with the bold title, centred, in title case. Do not use the heading "Introduction."

Start your introduction paragraph here. Indent paragraphs using the tab key or paragraph settings. Continue with double-spaced content.

To introduce an acronym, spell out all words and put the acronym in parentheses. After introducing an acronym, use it instead of the full spelling.

Narrative citation for paraphrased information. For more information, see pp. 21–33.

Narrative citation for a direct quotation with a group author. For more information, see pp. 29–32.

Use an ellipsis (...) to show that you omitted some words from a quotation. For more information, see p. 32.

Narrative citation for a source with two authors. For more information, see p. 21.

When you use the same source for adjacent sentences, you don't need to repeat the year. For more information, see p. 27.

because teachers can single out ELLs and take time away from other students. In order to avoid this pattern and overcome the challenges to supporting ELLs, teachers should use diverse strategies that scaffold the learning of all students; such strategies include creating an inclusive classroom, building a literacy-rich environment, involving peers, and utilizing explicit instruction.

To support all students, Alberta teachers must establish inclusive classrooms and contexts. This expectation is detailed by Alberta Education (2018) in the *Teaching Quality Standard*, which states that teachers will provide “inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe” (p. 6). Teachers working to welcome, care for, and respect diverse students may need to develop their cultural awareness. In the article, “Creating Environments of Success and Resilience: Culturally Responsive Classroom Management and More,” Bondy et al. (2007) suggest that many teachers can improve cultural knowledge and the ability to analyze the role of culture in perceptions of student behavior. To develop cultural awareness and create environments that recognize the benefits of diverse languages and cultures, the Edmonton School Board employs intercultural consultants who work with teachers and other school staff (Robertson

In the body, if you include the title of a stand-alone item, use italics and title case.

In the body, if you include the title of an article, chapter, episode, or other part of a larger work, use quotation marks and title case.

Narrative citation for a source with three or more authors. For more information, see p. 35.

Parenthetical citation. Use a mixture of narrative and parenthetical citations for sentence variety.

& Liguori, 2014). Intercultural consultants can help teachers understand why students from other cultures might exhibit behaviours like avoiding eye contact or copying passages for writing assignments. This understanding helps teachers consider their perceptions of students' behaviours and creates opportunities for explaining unspoken Canadian cultural expectations. Bondy et al. (2007) also note that teachers can use culture to create classroom contexts that support, nurture, and respect students. In Lethbridge, teachers have used the cultural practices of the Bhutanese community to create supportive, nurturing and respectful contexts. T. Rodzinyak (personal communication, March 2, 2019) helped organize a Holi celebration at Chinook High School to celebrate the widely practiced, colourful custom and create an inclusive environment. These culturally inclusive contexts support language development for ELLs and enrich the learning experience for all students.

Including culturally diverse students also involves an understanding of the unique characteristics of each student. As with all students, teachers should ascertain an understanding of each learner's base knowledge and ability. ELLs come from diverse educational backgrounds and teachers should learn as much as possible about each student's educational history. When teachers

This source was cited earlier in the paragraph, but then another source (Robertson and Liguori) was cited. Also, there are intervening sentences that add commentary. To ensure clarity, provide a complete citation.

Narrative citation for a personal communication. For more information, see p. 34.

investigate a student's educational history, they are more able to create a "connection between the background knowledge [students] possess and the academic requirements of the classroom" (Helfrich & Bosh, 2011, p. 264). As teachers investigate educational histories, they should strive to understand literacy development in each student's first language. Dressler and Kamil (2006, as cited in August et al., 2014) contend that knowledge gained in a first language relates to many literacy skills in a second language. In Edmonton, Robertson and Liguori (2014) report that Reception Centres welcome immigrant and refugee students, including interviews with families in their first language. These interviews collect information about students' background and experiences before coming to Canada (Robertson & Liguori, 2014). This information helps teachers learn more about each of their students and develop cultural awareness, which encourages an inclusive classroom.

To further support the diverse needs of all students, teachers can create classrooms that are not only inclusive, but also literacy-rich. In such an environment, teachers immerse students in literature and text of various formats, from instant messaging and "hang in there" posters, to full-length novels. Immersing students in these different textual formats will help all students develop literacy skills.

Use square brackets around any clarifying words that are added to a direct quotation. For more information, see p. 32.

Narrative citation for a secondary source. For more information, see p. 28.

Connect ideas using transition words or phrases. Make sure to introduce the topic of the paragraph in the topic sentence.

Teachers can also use literature to increase the awareness and understanding of several cultures. For example, teachers can make a conscious decision to feature texts with diverse characters and cultural themes (Helfrich & Bosh, 2011). A literacy-rich environment is especially beneficial to ELLs as they are less likely to have access to English language materials and experiences away from school; providing ELLs with an everyday environment rich with English literature and text gives them more equal access to a literacy-rich experience (August et al., 2014). Although the literacy-rich environment has more impact on ELLs, such immersion benefits all students.

In an inclusive, literacy-rich classroom, **peer interactions come more naturally and can support literacy development in all students. ...**

Along with strategies for inclusion, immersion in a literature-rich environment, and interaction between peers, teachers should provide **explicit instruction in literacy fundamentals. ... Tompkins (2015)** insists the inclusion of activities that develop oral language is essential, as oral language is foundational to literacy learning. ...

Although there is no single answer to best support the development of literacy and language in ELLs, teachers can improve

This paragraph would continue with evidence and commentary about the best practices for and benefits of peer interactions.

This paragraph would continue with evidence and commentary about the best practices for and benefits of explicit instruction in literacy fundamentals.

We kept this narrative citation so we could include the corresponding book example in the references list.

practice by creating an inclusive, literacy-rich learning environment that involves peer interactions and explicit instruction. Used effectively, these strategies will reinforce and build on each other. For example, if a teacher creates a literacy-rich environment with respectful texts about different cultures, the classroom naturally becomes more inclusive. In this inclusive environment, peer interactions are more frequent and genuine, and when peers are comfortable interacting, they can engage in activities like peer writing revision, applying and refining skills learned through explicit instruction. This classroom environment then becomes a culture of its own, one in which all students engage in profound learning experiences.

## References

Alberta Education. (2018). *Teaching quality standard*. Government of Alberta.

[https://education.alberta.ca/media/3739620/standardsdoc-tqs-\\_fa-web-2018-01-17.pdf](https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf)

Alberta Teachers' Association (2018). *Code of professional conduct*.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>

August, D., McCardle, P., & Shanahan, T. (2014). Developing literacy in English language learners: Findings from a review of the experimental research. *School Psychology Review*, 43(4), 490-498. <https://doi.org/10.17105/SPR-14-0088.1>

Bondy, E., Ross, D. D., Galligane, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education*, 42(4), 326-348.

<https://doi.org/10.1177/0042085907303406>

Helfrich, S. R., & Bosh, A. J. (2011). Teaching English language learners: Strategies for overcoming barriers. *The Educational Forum*, 75(3), 260-270.

Arrange entries alphabetically. Apply a hanging indent to your entries (look in the tools of your word processing app).

Entry for an online document by a group author (Alberta Education). The publisher/website (Government of Alberta) is listed as locating information. For more examples, see Internet Resources and Grey Literature in Chapter 6.

Entry for an online document by a group author. In this case, the author is the same as the publisher/website, so you don't need to repeat the name. For more examples, see Internet Resources and Grey Literature in Chapter 6.

These three entries are all for academic journal articles. Note the pattern they all follow. For more examples, see Periodicals in Chapter 6.

<https://doi.org/10.1080/00131725.2011.578459>

Robertson, D., & Liguori, M. (2014). *Annual report – English language learners*. Edmonton Public Schools.

<https://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2013-14/june10/04-AnnualReport-EnglishLanguageLearners.pdf>

Tompkins, G. E. (2014). *Literacy in the early grades: A successful start for PreK-4 readers and writers* (4<sup>th</sup> ed.). Pearson.

Entry for an online document with individuals as authors. In this case, Edmonton Public Schools is listed as the publisher/website. For more examples, see Internet Resources and Grey Literature in Chapter 6.

Entry for a book. For more examples, see Books and Reference Works in Chapter 6.