



Education, Early Learning and Culture

Prince Edward Island English as an Additional Language Curriculum

Intermediate Level
Listening, Speaking,
Reading and
Writing

DRAFT

EAL 701C

CURRICULUM

**EAL 701C:
Intermediate Level
Listening, Speaking,
Reading and Writing**

Working Draft

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Introduction

Background

Curriculum development is a process that involves many people, much deliberation, discussion, research and time. The development of English as an Additional Language (EAL) 701C was based on the need to support the education of students for whom English is an additional language in the Prince Edward Island school system. This curriculum document is based on the premises and principles that are set out in the *Foundation for the Atlantic Canada Language Arts Curriculum* (1999).

Rationale

English as a Second Language (ESL) refers to learners for whom English is a second language. Although this term is frequently used, this document refers to English language learners as learners for whom English is an Additional Language (EAL), since English may not necessarily be a learner's second language, but rather his/her third or fourth. For the purpose of clarity and citing pertinent research in this area, the term EAL is most applicable (please see the *Glossary of Terms*, Appendix G).

All too often EAL students are assumed to have adequate English to cope with the regular academic program because they have obtained some level of oral fluency. Cummins (1979) distinguished between two distinct kinds of language proficiency: *Basic Interpersonal Communicative Skills (BICS)* and *Cognitive/Academic Language Proficiency (CALP)*. It was found that the majority of ESL students achieve BICS within two years of residence, but that they achieve CALP only after five to seven years of adequate second-language instruction. (Collier 1992; Cummins 1979; Wong-Fillmore 1983).

Educating all students is to prepare them for life in the 21st century. This includes those learners for whom English is an Additional Language (EAL). EAL learners bring their cultures, languages and experiences with them when they arrive to Canada. EAL students enrich our society as well as our schools. While their linguistic and cultural backgrounds vary greatly, all EAL learners share the challenge of adjusting to a new culture and continuing their education in their new environment. To realize their new educational, personal, social and long-term career goals, EAL learners need to be able to communicate skillfully, appropriately and effectively in English. An EAL program which is designed to help them specifically address their needs will help them to be able to communicate skillfully, appropriately and effectively in English. (Larsen-Freeman 2000; Larsen-Freeman & Long 1991). Based on the above research, English as an Additional Language (EAL 701C) is developed to directly meet their language and academic learning needs.

The English as an Additional Language (EAL) 701C course is an introductory/ beginner level language course in listening and speaking, which is intended to:

- introduce basic English language skills essential for academic and personal success.
- provide language instruction to assist learners in further developing basic English language skills in reading and writing.
- provide guidance and practice for the use of learning strategies and study skills consistent with successful additional language learning.
- assist students in becoming familiar with strategies, skills and procedures of the Prince Edward Island school system.

Purpose of the Curriculum Guide

The overall purpose of this curriculum guide is to develop EAL education, teaching and learning, and at the same time, recognize and validate effective practices in learning English as an additional language that already exist in many classrooms.

More specifically, this curriculum guide

1. provides detailed curriculum outcomes to which educators and others can refer when making decisions about learning experiences, instructional techniques, and assessment strategies in EAL 701C.
2. informs both educators and members of the general public about the philosophy and scope of EAL education for the senior level in the Atlantic provinces.
3. promotes effective EAL learning and teaching for students in the EAL 701C classrooms.

Guiding Principles

Underlying Principles

All kindergarten to senior high curriculum and resources should reflect the principles underlying the *English Language Arts Curriculum (1999)*, which include language being best learned

- as a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences and for making sense of both their world and their possibilities within it
- an expression of cultural identity
- when it is integrated; all the language processes are interrelated and interdependent
- holistically; students best learn language concepts in context rather than in isolation
- through purposeful and challenging experiences designed around stimulating ideas, concepts, issues and themes that are meaningful to them

- when students are aware of the strategies and processes they use to construct meaning and to solve information-related problems
- when students are given frequent opportunities to assess and evaluate their own learning and performance
- as a process of learning where students need various forms of feedback from peers, teachers and others-at school, at home and in the community
- when students have opportunities to communicate in various modes what they know and are able to do
- when assessment is an integral and ongoing part of the learning process itself, not limited to final products

Moreover, the underlying principles also include language learning as

- an active process of constructing meaning, drawing on all sources and ways of knowing
- personal and intimately connected to individuality
- develops out of students' home language and their social and cultural experiences
- developmental: students develop flexibility and fluency in their language use over time
- continual and multi-dimensional; it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time

Program Design and Components

Overview

The EAL 701C curriculum is based on the Foundation for the *Atlantic Canada English Language Arts Curriculum (1999)* and adapted from the *Newfoundland ESL 1205 Course* and its curriculum. The EAL 701C curriculum integrates language learning processes, strands and concepts through interactive and communicative activities and strategies that have been researched as best practices in learning English as an additional language.

Curriculum Outcomes

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcome statements also describe knowledge and skills students are expected to demonstrate at the end of certain key stages in their education. These are based upon their cumulative learning experiences at each grade level in the entry-graduation continuum.

General Curriculum Outcomes (GCOs) are statements articulating what students are expected to know and be able to do upon completion of study in a curriculum area.

Key-Stage Curriculum Outcomes (KSCO)s are statements that identify what students are expected to know and be able to do by the end of grades 3,6,9, and 12, as a result of their cumulative learning experience in a curriculum area.

Specific Curriculum Outcomes (SCO)s are statements identifying what students are expected to know and be able to do.

Essential Graduation Learnings

The Essential Graduation Learnings (EGLs) describe learning in terms of knowledge, skills and attitudes. They are considered essential for all learners graduating from school. The EGLs are cross-curricular and all subject areas contribute to their attainment. The following comprise the EGLs. At high school completion:

- Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
- Graduates will be able to use the listening, viewing, speaking, reading and written modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.
- Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
- Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.

- Graduates will be able to use a wide variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
 - Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.
- The Essential Graduation Learnings are supported by curriculum outcomes.

General Curriculum Outcomes

Listening and Speaking

The general curriculum outcomes for EAL 701C are consistent with the framework provided by the document *Foundation for the Atlantic Canada English Arts Curriculum (1999)*.

Students will be expected to:

- speak and listen, to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
- communicate information and ideas effectively and clearly, and to respond personally and critically.
- interact with sensitivity and respect, considering the situation, audience and purpose.

Reading and Viewing

Students will be expected to:

- select, read and view with understanding a range of literature, information, media and visual arts;
- interpret, select and combine information using a variety of strategies, resources and technologies;
- respond personally to a range of texts;
- respond critically to a range of texts, applying their understanding of language, form and genre.

Writing and Other Ways of Representing

Students will be expected to:

- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination;
- create texts collaboratively and independently, using a variety of forms for a range of audiences;
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes (SCOs) for EAL 701C are based on the specific outcomes from the *ESL 2205 Curriculum Guide, NL*. They identify what learners are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for learners to achieve these outcomes. The specific curriculum outcomes encompass the language strands: reading, viewing, writing and other ways of representing. (for specific 701C SCOs, please see *Curriculum Overview*).

Relevant Research in Language Acquisition

This section of the curriculum guide is a comprehensive review on the most relevant research in language acquisition. EAL 701C draws heavily on this research, which has serious implications for students and teachers.

Linguistic Processes

Linguistic Processes of Language Acquisition

Educators, parents and students have many misconceptions about learning an additional language. Language acquisition consists of acquiring a language by developing sociocultural, linguistic, academic and cognitive processes. Learning an additional language is complex and challenging for children, youth and adults. Acquiring an additional language takes a great deal of time, and the process of learning a language can vary greatly from learner to learner. The current research has revealed the beneficial role the first language plays on the acquisition of the second language. The cognitive and academic development in a student's first language greatly influences their rate of progression in learning a second language.

Language Acquisition

Children pass through stages of acquiring their first language—from babbling to one-word utterances, two-word phrases, full sentences, and eventually, complex grammar (See Chart Below). Students learning a second (additional) language also move through these stages, and they generally proceed from listening and comprehending to speaking, and eventually to reading and writing. The rate of language acquisition is not to be equated with intelligence since this rate of acquisition is affected by a multitude of economic, social, personal and circumstantial factors. In order for teachers to effectively differentiate instruction for these students, they must know and understand each stage and its characteristic.

Adapted from *Classroom Instruction that Works* (2006), Hill and Flynn and “English Language Learners; Learning a Second Language” (2007), the Wisconsin Literacy Network and Reading Network Source

Stages of Second/Additional Language Acquisition

Stage	Characteristics	Approx. Time Frame	Teacher Prompts
Preproduction	The student... * has minimal comprehension * does not verbalize * nods “yes” and “no” * draws and points	0 - 6 months	Show me... Where is... Who has...
Early Production	The student... * has limited comprehension * produces one-or-two word responses * participates using key words and familiar phrases * uses present-tense verbs	6 months - 1 year	Yes/no questions Either/or questions One-or-two word answers Lists Labels
Speech Emergence	The student... * has good comprehension * can produce simple sentences * makes grammar and pronunciation errors * frequently misunderstands jokes	1 - 3 Years	Why...? How...? Explain...? Phrase or short sentence answers
Intermediate Fluency	The student... * has excellent comprehension * makes few grammatical errors	3 - 5 Years	What would happen if...? Why do you think...?
Advanced Fluency	The student has near-native level of speech	5 - 7 Years	Decide if... Retell...

Source: Adapted from Krashen and Terrell (1983).

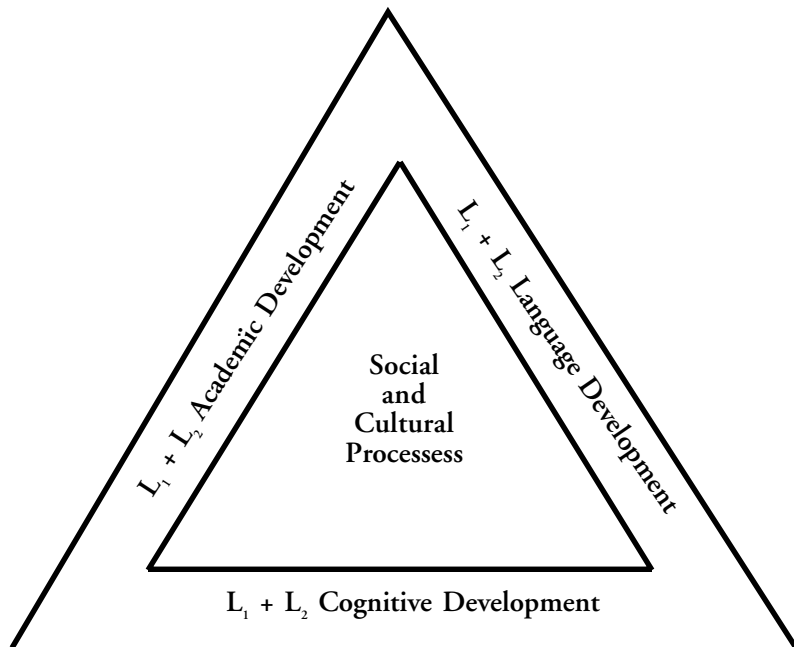
* Please note the rate of production of these stages is affected by literacy in one’s first language (see *Literacy and EAL*).

The Prism Model

W.P. Thomas & V.P. Collier, 1997

Language Acquisition for School

The model has four major components that “drive” language acquisition for school: sociocultural, linguistic, academic, and cognitive processes. To understand the interrelationships among these four components, Figure 3 symbolizes the developmental process that occurs during the school years for the bilingual child. While this figure looks simple on paper, it is important to imagine that this is a multifaceted prism with many dimensions. The four major components—sociocultural, linguistic, academic, and cognitive processes—are interdependent and complex.



Interdependence of the Four Components

All of these four components—sociocultural, academic, cognitive, and linguistic—are interdependent. If one is developed to the neglect of another, this may be detrimental to a student’s overall growth and future success. The academic, cognitive, and linguistic components must be viewed as developmental. For the child, adolescent, and young adult still going through the process of formal schooling, development of any one of these three components depends critically on simultaneous development of the other two, through both first and second languages. Sociocultural processes strongly influence, in both positive and negative ways, students’ access to cognitive, academic, and language development. It is crucial that educators provide a socioculturally

supportive school environment that allows natural language, academic, and cognitive development to flourish in both L1 and L2 (Collier, 1995a, 1995c, Thomas and Collier, 2002).

Language Acquisition and Social Language

BICS- Basic Interpersonal Communicative Skills (BICS):

- “Conversational English/Social Language; the language of normal everyday speech, including pronunciation, grammar, and basic vocabulary. BICS represent the ability to understand and speak informally with friends, teachers and parents; the aspects of communication that are used daily in routine communicative exchanges (e.g. while dressing, eating, bathing, playing, etc.). In addition to showing the informal aspects of social talk, BICS also reveal the skills that do not require a high degree of cognition (e.g. naming objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or short phrases.”

(Cummins (1979) first referred to BICS); Classroom Instruction that Works, Hill & Flynn, (2006) and “Language Acquisition” (2007), Earth Renewal)

Language Acquisition and Academic Language

CALP-Cognitive Academic Language Proficiency:

- “Academic language is the language of the classroom—the language of the isosceles triangles, complex compound sentences, and photosynthesis. Students must master academic English to understand textbooks, write papers and reports, solve mathematical word problems, and take tests. Without a mastery of English, students cannot develop the critical-thinking and problem solving needed to understand and express the new and abstract concepts taught in the classroom. However, academic language takes at least five to seven years to develop, and it can take even longer for a student who was not literate in her/his primary language when s/he started in a US school.”

(Cummins (1979) first coined the term CALP; Collier & Thomas, 1989 in Hill and Flynn’s (2006) Classroom Instruction that Works).

BICS to CALP: A Development Continuum

Dr. Hetty Roessingh has adapted Jim Cummins' original framework (1982), which, in her view fits better with the iceberg metaphor.

The Iceberg Metaphor



This image nicely illustrates the 'above the surface' language (Basic Interpersonal Communication Skills — BICS) and the vastness of the underlying proficiency 'below the surface' that is referred to as Cognitive Academic Language Proficiency — CALP. Like an iceberg, BICS may represent only about 10% of the overall proficiency of an academically competent learner. The key to understanding the relationship between the above and below the surface features includes understanding the role of first language proficiency and age on arrival.

BICS – CALP: A developmental continuum organized around 4 quadrants

*Cummins' framework (1982) highlights the role of context as fundamental to supporting children's language and literacy development. Context is represented on the horizontal axis of the framework. The **cognitive** demands of language are represented on the vertical axis.*

Dr. Hetty Roessingh has adapted the framework in the following way:

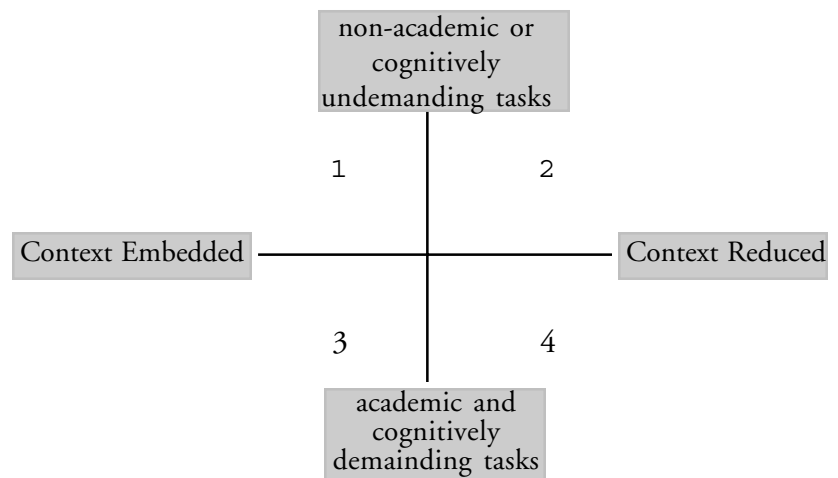
BICS to CALP: Cummins' (1982) Framework for the development of language proficiency

If this framework is overlaid onto the iceberg image, you begin to understand the challenge of developing CALP.

The following figure gives information for each of the 4 quadrants. You might want to overlay this onto the iceberg as well, to get an idea of the depth of the ‘below the surface’ proficiency required to do the cognitive push ups required for academically demanding tasks.

FROM BICS TO CALP:

Cummins (1982) Framework for the Development of Language Proficiency



Cognitively demanding

The first two quadrants represent BICS: the language of ‘here and now’ and ‘my lived experiences’. Quadrant 3 is an important transitional quadrant as learners shift from learning to read to reading to learn. Quadrant 4 is characterized by the acquisition of metaphoric competence. Perhaps the most important thing to note is the ever widening gap in vocabulary size that will forever impede the academic progress of ESL learners of all ages. This is why strategies are so important to ESL kids ... they can begin to acquire them once they have an estimated reading age of grade equivalent (GE) 5 and the critical mass of vocabulary for fluent reading is in place.

She chose this particular image of an iceberg because it depicts two ‘peaks’, similar to that of the learner acquiring English language proficiency. Dual threshold theory (Cummins, 1996, 110 – 111) posits that when both languages eventually reach equal levels and there is a large below the surface mass, benefits accrue to those individuals over their unilingual counterparts.

Roessingh notes, *the left hand peak is smaller ... again, a good image to illustrate the shrinking or 'melting away' of L1 almost immediately from the day the immigrant child or teenager sets foot in Canada and begins to learn English (DeVries, 1999). Few people ever do reach full bilingual proficiency – there is usually an imbalance of L1 and L2. The important thing is the depth 'below the surface' that must be developed in either L1 or L2 for learners to reach their academic potential.*

Roessingh H. and Klover, P (2003) TESL Canada Journal

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An Overview

Comparing BICS to CALP

BICS	CALP
<p>Basics Interpersonal Communicative Skills</p> <ul style="list-style-type: none"> • conversational English • social language • language of everyday speech • the ability to understand and speak informally with peers, teachers and parents • do not require a high degree of cognition • high levels of BICS does not equal high academic language skills 	<p>Cognitive Academic Language Proficiency</p> <ul style="list-style-type: none"> • academic language • the language of isosceles triangles, complex compound sentences, and photosynthesis • takes 5 - 7 years to develop • can take more than 7 years to develop for a learner who is not literate in his/her first language

Contexts for Teaching and Learning

The EAL Learner

The EAL student is a student for whom English is an additional language. The EAL student could be at the pre-literate, beginner, intermediate, high intermediate or advanced level of English language proficiency in the areas of listening, speaking, reading and writing. English language proficiency is not a measure of cognitive ability. EAL learners come from a variety of socio-economic, cultural, linguistic, religious, social and educational backgrounds which are all contributing factors to the rate at which students will acquire a language. EAL students are also coming into classrooms with diverse status situations from one end of the spectrum to the other. For example, while all EAL students are immigrants, some may fall under the category of “landed”, while others may be “refugee”.

The EAL 701C Learner

EAL 701C has been developed for students at the low to mid-intermediate level. At the time of entry to EAL 701C, a learner has normally received at least one year of instruction in English as an additional language. The learner has a very good command of basic English grammar rules and some of the lower intermediate-level rules of English grammar. At the beginning of this course, he/she will confidently use basic and some intermediate vocabulary.

Speaking and Listening

Upon entering EAL 701C, the student should be able to easily express his/her basic needs and opinions in informal situations. Everyday conversation should not be difficult; however, he/she may have difficulty expressing him/herself in formal contexts, such as classroom situations and situations where extended discourse is used. His/her pronunciation should be comprehensible, and he/she should be able to comprehend most everyday oral language. However, the student may experience difficulty in extended, formal or academic contexts (e.g. lectures, documentaries).

Reading and Writing

At the onset of EAL 701C, the student will be able to read authentic texts, but will have difficulty fully comprehending extended academic or formal language (e.g. textbooks, fiction). At the end of the course, he or she will be able to express him/herself in writing using intermediate-level vocabulary, but there will be errors in organization and text structure. In most cases, the 701C student will not be able to use complex and compound sentences consistently, and his/her writing will show evidence of errors in word choice and use as well as unfamiliarity with intermediate and advanced vocabulary.

Meeting the Needs of All Students

The curriculum is designed to meet the needs and interests of all students. The curriculum should provide for including the interests, values, experiences, and languages of each student and of the many groups within our local, regional, national and global communities.

In recognizing and valuing the diversity of students, teachers must consider ways to:

- provide a climate and design language learning experiences to affirm the dignity and worth of all learners in the classroom community;
- redress educational disadvantages; for example, as it relates to students living in poverty or having come from war-torn and/or poor countries, living conditions or other traumatic experiences;
- model the use of inclusive language, attitudes, and actions supportive of all learners;
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths by:
 - providing opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings;
 - identifying and responding appropriately to diversity in students' learning styles;
 - using students' strengths and abilities to motivate and support language learning;
- celebrate the accomplishments of learning tasks by students;
- reaffirm student identities by recognizing and respecting students' first language and culture;
- recognize and respect students' prior knowledge and experience as valuable assets to learning social and academic language.

Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to teachers' assistance, resources, technology, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that text and other learning resources include and reflect the interests, achievements, and perspectives of males and females. Male and female roles often differ from culture to culture, and therefore some students may need knowledge of male and female roles in this culture, as well as time and sensitivity to adjust. Teachers should have a good understanding of the diverse nature of male/female roles and responsibilities as well as the nature of male/female relationships from varying cultures (See *Cultural Awareness Factors*, Appendix I).

Teachers promote gender equity in their classrooms when they:

- articulate equally high expectations for male and female students;
- provide equal opportunity for input and response from male and female students;
- model gender-fair language and respectful listening in all their interactions with students;
- promote critical thinking and challenge discrimination.

Valuing Social and Cultural Diversity

In order to engage in and maximize learning, all students need to see their social and cultural identities reflected and affirmed in curriculum and classroom practices. It is important to recognize that EAL students come from diverse, ethnic, racial, cultural and social backgrounds. In addition, they communicate with the wider multicultural world through technology, media, travel, and family and business connections in order to understand their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of their world. Through communicative, interactive and experiential learning or through reading, viewing, and discussing basic, authentic texts that reflect diverse social and cultural backgrounds can come to understand each others' perspectives.

The EAL 701C curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our EAL students and society in general, and by fostering awareness and critical analysis of individual and systemic discrimination.

Curriculum, classroom practices, and learning resources should reflect the diverse and multicultural nature of our society, examine issues of power and privilege, and challenge stereotypes and discrimination.

Engaging All Students

One of the greatest challenges for teachers is engaging students who feel alienated from learning (i.e. students who lack confidence in themselves as language learners who have a potential that has not yet been realized). In this case, EAL students, may lack confidence in their ability to speak, read and write in English. Although some EAL students are very motivated, teachers should not always assume this will always be the case. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing

the judgements of peers, who are mortified of being asked to read aloud and who keep their opinions to themselves. EAL students may become disengaged for these reasons and several more. For example, an EAL student who appears disengaged in a class discussion may actually not have the speaking and vocabulary skills necessary for participation. Such students may be extremely fearful of making a mistake that they simply do not take risks. Students may be in the *silent period* (See *Glossary of Terms*, Appendix G and *Cultural Awareness Factors*, Appendix I). In addition, some EAL students who have missed significant gaps in their education may experience delays when it comes to learning an additional language. Some, though not all, exhibit behaviors in classrooms that further distance them from learning.

These students need essentially the same opportunities as their peers:

- engagement in authentic and worthwhile communication situations;
- time to construct meaning, connect, collaborate, and communicate with each other;
- opportunity to form essential links between the world of authentic text and their own world;
- develop a sense of ownership of language learning and assessment tasks.

EAL students need multiple opportunities for experiences that are designed to engage them personally and meaningfully, and which make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful, interactive and communicative learning contexts.

Ultimately, the EAL curriculum for students should prepare them for life after high school. Preparing students means engaging them with resources and with people from whom they can learn more about themselves and their world. Some students feel insecure about their own general knowledge and are reluctant to take part in class discussions deferring to their peers who seem more competent.

Through the curriculum, the students must not only find their voice in a new language, but also in a new culture. This can be a daunting task for many. The learning environment must be structured in such a way that all students, alongside their peers develop confidence in their language proficiency and overall ability to communicate with others.

The greatest challenge in engaging EAL learners is finding an appropriate balance between supporting their language needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations and to clearly articulate and explain these expectations in simplified language at this level.

Links to Community

A complete curriculum allows for the flexibility of inclusion of the community through various means. Activities such as guest speakers, field trips, and presentations allow the students to become more aware of the influence of the community on their lives. Students gain insight into the current workings of their local society, as well as observe role models and establish contacts with the community. Moreover, these activities link EAL students to the community and give them opportunities to listen to and practice authentic language in real-life situations.

Homework

Homework is an essential component of a program as it extends the opportunity to think and reflect on ideas investigated during class time. Meaningful homework experiences can allow the students to learn self-discipline and team responsibility while acquiring a sense of self-worth.

Teachers use their professional judgement to assign homework as a means of reinforcement, assessment, and/or further investigation.

Homework is another channel for parents and guardians to be involved. It is a tool for parents and guardians to understand the focus of their child's education in learning English as an additional language. In some cases it opens the opportunity for parents and guardians to become actively involved in the homework process. Parents and students are often learning English as an additional language at the same time, enhancing family literacy.

Learning a new language and culture is very demanding. Spending all day listening to a language one does not understand can be exhausting. This needs to be taken into consideration when asking students to spend time doing homework, especially at the beginner and introductory level.

The Senior High Learning Environment

An effective learning environment for grades 10-12 is

- interactive
- communicative
- collaborative
- inclusive
- caring, safe
- challenging
- a place where resource-based learning includes and encourages the multiple use of technology, the media, and other visual texts as pathways to learning and as avenues for representing knowledge.

The teacher structures the learning situation and organizes the necessary resources. In assessing the nature of the task, the teacher may find that the situation calls for teacher-directed activities with the whole class, small groups of students, or individual students. Such activities include direct instruction in concepts and strategies and brief mini-lessons to create and maintain a focus.

As students progress in their English language proficiency and develop a focus for their learning, the teacher moves to the perimeter to monitor learning experiences and to encourage flexibility and risk taking in the ways students approach learning tasks. The teacher intervenes, when appropriate, to provide support. In such environments, students will feel central to the learning process.

As the students accept more and more responsibility for learning, the teacher's role changes. The teacher notes what the students are learning and what they need to learn, and helps them to accomplish their tasks. The teacher can be a coach, a facilitator, an editor, a resource person, and a fellow learner. The teacher is a model whom students can emulate, a guide who assists, encourages, and instructs the student as needed during the learning process. Through the whole process, the teacher is also an evaluator, assessing students' growth while helping them to recognize their achievements and their future needs.

Learning environments are places where teachers:

- integrate new ways of teaching and learning with established effective practices;
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task;
- value the place of dialogue in the learning process;

- recognize students as being intelligent in a number of different ways and encourage them to explore other ways of knowing by examining their strengths and working on their weaknesses;
- value the inclusive classroom and engage all learners in meaningful activities;
- acknowledge the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world;
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process.

The physical learning environment should not be restricted to one classroom. There should be ample physical space for students to use cooperative learning techniques as well as other learning styles. There should be regular access to learning centers in the school building such as computer labs and gymnasiums. Learning should be extended to community facilities, allowing field trips and guest speakers to expand the learning environment, while appreciating the focus of the community in their education.

A Safe Learning Environment

Students and teachers need to feel safe, both physically and emotionally, in the school setting. In a learning environment where cooperative, active and collaborative teaching strategies are utilized, students must become knowledgeable of their role in enabling a safe environment to exist.

Empowering students to take ownership for their own safety and those of their peers is an essential component of the classroom learning. Teachers can provide students with the knowledge necessary to prevent unnecessary risks in their learning environment. By educating students about the risk factors involved in the classroom setting, they can become active participants in the ownership of their own safety.

While physical safety is of utmost importance in the classroom setting, emotional safety is equally important. Students need to know the accepted behavior and the consequences that ensue. Students should be encouraged to be active learners without being intimidated by others. In every learning environment, teachers foster cooperative, respectful verbal dialogue and physical presence. Student consequences to the contrary are essential components to the learning process.

Educating EAL students about the risk factors, accepted behavior and consequences involve giving students a great deal of information in English. Teachers ensure student understanding by asking questions for clarification of the information given. At the introductory/ beginner level, teachers may want to access translators to ensure this information is completely understood. Due to language barriers and cultural misunderstandings, some EAL students may not be fully aware of acceptable and unacceptable behavior. It is crucial EAL students have an understanding of what behaviors are expected from them in the classroom and school.

Principles Underlying the EAL Curriculum

The general principles of second language learning influence ESL programming as noted in *Newfoundland's ESL Support Document (1999)*. These second language principles also apply to learning an additional language and are equally important when considering EAL 701C.

Second Language Learning Principles

- Developing a high level of second language proficiency may take a very long time. While basic interpersonal communication skills can usually be acquired within two years in a second language environment, a high level of proficiency (takes five to seven years) for some learners (Cummins 1979, 1982). For the teacher, this means that while an ESL student may appear to be competent in conversation after a year or two, it often takes several years for the learner to achieve the sophisticated level of language required in some academic tasks.
- Second language learning is a developmental process. This process is both similar to, and different from, learning a first language. Learners often develop their own creative learner language, referred to as interlanguage (Selinker, 1972). This is neither random nor entirely dictated by the first language, although the first language plays a role. Beginning ESL students often need a period of listening to English before they can be expected to produce orally. Learners of differing first languages (i.e. Arabic, Asian, Slavic) pass through certain stages in the acquisition of the second language. Errors in the target language reflect the learner's position along the developmental continuum and are an unavoidable and natural part of the acquisition process.

- Individual differences affect learner success. Factors such as age, motivation and attitude, cognitive style, learning strategies, aptitude as well as personal characteristics like extroversion and tolerance of ambiguity all influence learner progress. There are certain constants in second language development, but there is also much variability among individual learners.
- Both accuracy and fluency play a significant role in the acquisition of a second language. A focus on communicative ability and a focus on form are necessary to attain a high level of proficiency in the second language. It is not enough for a learner to be simply exposed to the language.
- First language literacy has implications for ESL programming. Student literacy in a first language may affect the time needed to develop second language skills. Students usually learn to read when they have a meaningful vocabulary and can identify and distinguish the sounds of English. Students with limited literacy, as well as those literate in writing systems other than the Roman alphabet, will need to begin their reading program with reading readiness activities. Students who are literate in their first language can transfer cognitive/academic or literacy-related skills both to and from the target language (Cummins, 1999), often resulting in better academic achievement than those students who are not literate in their first language.

Motivation

Motivation for EAL students may differ depending on many factors. Students' educational, emotional, cultural and socio-economic backgrounds all affect their motivation level. If an EAL student is quiet, this does not necessarily mean that a student lacks motivation. The student could be in the "silent stage" (see *Glossary of Terms*, Appendix G), or the student may not have enough speaking skills to respond for the first part of a beginner course. Many students do not understand the intricacies involved in learning a language. They may be highly motivated in other courses like mathematics, science, social studies, etc. as opposed to English. They may not see the purpose of progressing in their English language proficiency and how doing so will help them progress in their academic and cognitive language. In turn, the progression in their English language skills will in fact, assist them in the progression of all their secondary courses. Students who come to understand this relevancy will often be more motivated as they see the purpose and function behind learning English as an additional language. Those students who do understand the role language plays in their learning, may still struggle with comprehending and expressing new concept/terms in a new language. This may lead to frustration and low motivation.

The English As An Additional Language Learning Environment

The Effective EAL Classroom

With the accelerating pace and scope of change, today's students cannot prepare for communicating effectively in the outside world by merely learning isolated facts about language and grammar. Problem-solving, critical and creative thinking, and informed decision making are essential for success in the future. The EAL 701C learning environment can contribute to the development of these essential attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and diverse abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The communicative and interactive nature of EAL 701C provide unique opportunities to do this.

To meet these challenges, the EAL program reflects a wide range of characteristics:

Respectful of diversity

EAL students come to the Canadian classroom from backgrounds that represent global diversity in terms of social identity, economic context, race, ethnicity, and gender. The EAL learning environment attempts to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of their backgrounds, students should be given equal access to educational opportunities of which they can be successful.

Inclusive and inviting

The EAL classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but rather than be obstacles, these differences should be opportunities to rise above stereotypes and positive self-images. Students should be provided collaborative learning contexts in which they can become aware of and transcend their own stereotypical attitudes and behaviors.

Engaging, interactive & communicative

If classrooms are places where there is respect for diversity and where learning is engaging and interactive, then students will be expected to participate in communicative and problem-solving situations. Students will be provided with direct, vicarious and authentic experiences to which they can apply English language skills, strategies, and processes purposefully. Rather than assuming passive roles, students bring their prior information and knowledge to shape a global community within the classroom.

Relevant and significant

Since the adolescent learner may challenge what the adult world represents and the relevance of taking a course in English as an additional language, it is necessary for the EAL curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interest but also encourage students to question what they know, their assumptions, and attitudes. In so doing, they will come to more deeply understand and appreciate their own heritage and culture.

Balance

When planning English as an additional language learning experiences, it is important that teachers consider appropriate emphasis on specific aspects of the curriculum, including

- oral activities that provide the scaffolding for growth in reading and writing
- opportunities for students to use talk for different purposes, including the use of exploratory talk to explore and shape their ideas
- several opportunities for student talk
- access to information texts, literature, media texts and technological texts
- reading experiences appropriate to the developmental needs of the students; these experiences should include at all levels, reading aloud, shared reading, guided reading and independent reading
- involvement in individual paired, small group and large group activities
- experiences designed, selected or directed by the teacher and experiences designed, selected or directed by the student
- writing for different purposes and audiences, including themselves
- assessment procedures that gather information on all areas of English as an additional language

Challenge

Experiences that challenge learners are essential to language development. Students need to experiment with language and try out new ideas. If they are at the limits of their knowledge and abilities, they will make mistakes. In a supportive environment, students will take risks and learn without anxiety. Within an inviting and stimulating environment, all students must be continually challenged to:

- expand their knowledge base (including their capability and ease of use of vocabulary, syntax, punctuation, structure, rhetorical techniques/stylistic devices)
- develop increasing facility with a range of strategies for reading, writing, speaking, listening, representing and viewing (including inferring, adapting, substituting, regrouping, attending to cues, predicting, synthesizing, assessing, judging, exploring)
- create and respond to texts of increasing complexity
- use and respond to language from progressively more sophisticated perspectives
- develop increasing confidence with language (including level of comfort, willingness to risk and extend, adaptability, flexibility, valuing and appreciating)

Inquiry

English language arts classrooms need to be centres of inquiry where students and teachers investigate their own language learning, both individually and as a learning community. They should be places where students learn to reflect, in a focused way, on the powers and limitations of language use and usages. At all levels students need to reflect on their own language use and on the ways in which others use language. They need to grapple with the problems of understanding how language works, what effects certain language has, and why. This sort of inquiry challenges their thinking about language.

Such critical and self-critical perspectives become accessible to students in classrooms where they know their own words are heard and respected and where teachers are critically aware of and reflective about their own language use. Under these circumstances students can become sufficiently self-critical to improve their work and to adapt what they know to a variety of situations. Critical perspectives also enable students to recognize when others use language powerfully and eloquently to influence and manipulate them as well as to engage and inspire them.

Resource-Based Learning

Resource-based learning actively involves students, teachers and teacher-librarians in the effective use of a wide range of print, non-print and human resources. Resource-based learning fosters the development of individual students by accommodating their varied interests, experiences, learning styles, needs and ability levels. Students who use a wide range of resources in various mediums for learning have the opportunity to approach a theme, issue or topic of study in ways which allow for a range of learning styles and access to the theme or topic via cognitive and affective appeals. When students engage in their own problem solving or research process with appropriate teacher support and supervision, they are more likely to take responsibility for their learning and to retain the information they gather for themselves. In a resource-based learning environment, teachers encourage students to use a wide variety of resources to seek information and solve problems. Students and teachers make decisions about appropriate sources of information and tools for learning and how to access them. They use:

- translators or electronic dictionaries (teachers regulate according to language level and learning needs; please see *Student Resources*)
- a range of print resources such as textbooks, novels, magazines, newspapers, World Wide Web texts and library reference works
- multimedia technologies such as videotape and videodisc, CD-ROM, software tools and simulation/modeling tools
- primary documents such as historic records, original studies and reports, legislative documents
- computer networking and telecommunications for both data access and participation in learning communities
- their school library/resource/media centres to locate and use many of these resources
- their local communities for the rich supply of materials, human resources and information provided by businesses, social service agencies, citizens' groups, teachers' centres, public and university libraries, cultural federations, theaters and cinemas

Literacy and EAL

Literacy development in an EAL student's first language (L1) greatly influences the pace at which a student will progress in his/her second/additional language acquisition. "The clearest, unambiguous finding of hundreds of research studies or bilingual literacy is that first-language literacy is a crucial variable, influencing second language literacy in a very positive way" (Au, 1993; Bialystok, 1991; Cummins, 1989c, 1991, 1996, 2002; Cummins and Swain 1986, Freeman & Freeman, 1992,

Genesee, 1987, 1994; Hudelson, 1994; Johnson & Roen, 1989; Guzman, 1996; Snow, 1990; Tinajero & Ada, 1993; Wong Fillmore & Valadez, 1986 in *Ovando, Combs and Collier, 2006*).

Literacy development for EAL students is dependent upon many factors. The student's socio-economic status and educational experiences in his/her homeland are only but a few factors impacting on the student's rate of acquiring an additional language. In the last ten years, the number of immigrants to our province, arriving from war-torn countries or regions that have suffered catastrophic natural disasters has been increasing. These individuals often experienced interrupted schooling or may never have had the opportunity to attend school. Students who arrive to a new country who are preliterate in their first language need a great deal of support academically and emotionally in their first language.

The EAL student who has literacy in his/her first language has already acquired some transferable skills to his/her second/ additional language. For example, students have already developed extensive decoding skills in their first language. Students use their first language to make sound-symbol correspondences to the written word and text. They do not have to learn this a second time. If students are in a learning environment where instructional strategies promote the transfer of such literacy skills, students are more apt to progress in their language acquisition (see *Instructional Approaches and Strategies* on page 38).

Listening

Since EAL students may come from a variety of native languages, listening activities in English present potential difficulties that are not problematic for most English first language learners.

1) Hearing the sounds

Some EAL students do not perceive certain English sounds because these do not exist in their own language. The 'th' sound / O/ as in thick, for example, does not exist in Cantonese or Mandarin. Therefore, native Chinese speakers often do not notice that it occurs in English. They may simply assimilate it to the nearest sound familiar to them and say /t/ or /f/. It is essential for the learners to achieve familiarity with the phonemes of the English language if they are to be efficient listeners. If they learn to pronounce the sounds accurately, it will be much easier for them to hear the sounds correctly when said by someone else.

2) Lack of control over speed

Many EAL students feel that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly the spoken message is given. They feel that the utterances disappear, as it were, before they can understand them, whereas the words in a written text remain on the page where the reader can glance back at them or re-examine them thoroughly. This frequently means that students who are listening cannot keep up. They are so busy working out the meaning of one part of the message that they miss the next part.

Students should be encouraged not to worry if they don't understand every word. They should learn that a listening task can often be completed even when they miss some of the words. In this way students can begin to appreciate that comprehension can occur with less than complete understanding of all that is said.

3) Limited vocabulary

Sometimes, listeners can deduce the meaning of a word from its context. However, more often than not for EAL students, an unknown word can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss the next part of the speech. Students need to develop the skill of 'keeping up' with the speaker even if this means letting parts which they have not understood pass by.

4) Failure to recognize signals

There are many ways in which a speaker can indicate that he/ she is moving on from one point to another, or giving an example, or repeating a point. These signals are not immediately evident to a person listening to a foreign language and can easily be missed. Lecturers, in a formal situation, generally show clearly that they are about to begin a new point. They use expressions like 'secondly' or 'then'. They may pause or make a gesture or move slightly. They may mark a change to a new point by increased loudness or a clear change of pitch. In spontaneous conversation, a speaker will make use of different intonation to indicate whether he/she is introducing a new idea or saying something the listener already knows. Students need to learn to listen (and if the speaker is visible, watch) the signals in order to be able to connect the various utterances in the way the speaker intended them to be connected.

5) Problems of interpretation

Sharing common meaning and assumptions makes communication possible. Students who are unfamiliar with the context may have considerable difficulty in interpreting the words they hear even if they can understand their 'surface' meaning. Effective pre-listening activities can usually minimize this problem.

6) Learning environment

In the past, EAL teachers have often aimed to teach their students to understand everything in the English lesson, by repeating sentences, pronouncing words carefully, by grading the language to suit the level of the students, by speaking slowly and pausing frequently. If students are to be prepared for listening in the real world, teachers must provide language models, both live and taped, which reflect the reality of communication outside the classroom.

7) Environmental cues

Many second language learners seem to lack the ability to use environmental cues to get at the meaning of a misunderstood utterance. The problem is not the lack of skill in perceiving extralinguistic cues but in the ability to apply this skill in second language listening. ESL listeners have to work much harder at decoding than native listeners. They try to interpret every detail as it comes up instead of relaxing and taking a broader view. Teachers need to encourage the students to relax and gather what they can from the information they can readily decode. Activities in listening for specific information, ignoring unnecessary details, listening for general meaning, and coping with redundancy and noise can encourage a relaxed approach to listening comprehension. This will help to free the listener to exploit all available clues to meaning.

8) Understanding different accents

EAL students who are used to the accent of their own teacher are often surprised and dismayed to find they have difficulty understanding someone else. Learners who have some experience in listening to and understanding a number of different accents are more likely to be able to cope successfully with additional accents than those students who have heard only one.

9) Intonation and stress

The English systems of stress, intonation and rhythm can interfere with the additional language learner's understanding of spoken English. Therefore, students' efforts should be focused on certain general patterns. (*ESL 2205 Curriculum Guide, NL*)

Listening and Note-taking

Listening in class and taking notes involves more than language skills alone. Lecture comprehension and note-taking require skills in evaluating information (deciding what needs to be focused on and noted), skills in organizing information and skills in predicting upcoming information (allowing listeners to use time effectively when listening.) Students must also become familiar with the various styles and accents of lecturers; decode and use notes for study purposes and prepare for classroom discussion and debates.

Classroom materials used should be authentic in style as well as function. Students should be motivated to listen to the lectures not just because they need to do a language task, but because they want to learn the information the lectures contain. A sufficient number and variety of lectures should be included to allow teachers to choose topics based on students' interests and needs. Teachers may choose to deliver some of the lectures 'live', to use tapes of a variety of speakers or to combine both of these methods. Live delivery of the lectures by ESL teachers cannot, of course, be completely authentic. ESL teachers adapt their language to fit the level of their non-native audience. Although it is impossible to erase all such "teacher talk" from lecture delivery, teachers should be aware how much they are adapting their language. Teachers should aim for a normal rate of speech, usual vocabulary, and a natural amount of repetition and paraphrase.

The communicative approach to speaking a second language ensures that the interactions in the classroom are replications of, and necessary prerequisites for, communication in the real world. One device which helps the teacher in creating communicative activities is the 'information gap'. Information gap activities force the participants to exchange information in order to find a solution. One reason why the information gap is useful for the teaching of speaking is that it creates a condition of unexpectedness. If student A does not know in advance what student B will say to him, the former cannot work out his/her reply in advance; he/she is forced to formulate his/her responses quickly. This type of activity permits genuine information flow in the classroom. *(ESL 2205 Curriculum Guide, NL)*

Speaking

The creation of a speaking task then is essential in communicative activities. However, there is sometimes the problem of students who do not participate in an activity because there is no motivation for doing so. What is needed also is accountability on the part of the students. Requiring the students to utilize information obtained in the course of an activity is the 'task dependency' principle. According to it, we create wherever possible, a Task 2 which can only be done if a Task 1 has been successfully completed. For the teaching of the receptive skills, the task dependency principle is crucial to ensure that the listening or reading task gets done. But it is also relevant to the productive skills because it helps to foster an 'accountability' for the way a student uses the language.

- Provide the students with a balanced approach. Students need practice in accuracy work and opportunities for fluency work through a combination of class, pair and group work.
- Vary the tasks. Activities in the classroom should always mirror the linguistic reality of the outside world.
- Remember that language happens in situations and in order for students to be able to use it they need to realize in what situations certain pieces of language are used.
- Give students a purpose for speaking. In real life when two people engage in conversation, we can be fairly sure that they are doing so for a reason.
- Ensure that every lesson ends with the learners being able to see that they can do something which they could not do at the beginning and that the 'something' is communicatively useful.
- Give the students choices in terms of what they will say and the linguistic forms they will use. Exercises in which the speaker and listener are controlled in their language by the teacher fail to Practice an essential aspect of true communication.
- Mistakes are often signposts of learning. Learners who make mistakes because they are trying to do something they have not been shown how to do are not making mistakes at all. They are trying to deal with a situation for which they are unprepared. (*ESL 2205 Curriculum Guide, NL*)

Guidelines for Speaking Activities

- Language is learned by using it and it is only by practicing communication that students learn to communicate. However, there is still great value in a framework within which learning can be structured, and the provision of this framework is the responsibility of the teacher. Pronunciation errors that second language learners make are not just random attempts to produce unfamiliar sounds. Rather, they reflect

the sound inventory, rules of combination, and the stress and intonation patterns of the native language. Consequently, one question that a teacher might ask concerns the degree of difficulty that different native languages pose for learning the pronunciation of English. For example, because the sound systems of English and Cantonese differ more than the sound systems of English and Russian, is it more difficult for a Cantonese speaker to acquire English pronunciation than for a Russian speaker? If so, does this mean that it is more important to teach pronunciation to Cantonese speakers than to Russian speakers? The answer to both of these questions is 'perhaps'. However, sociocultural and personality factors also determine the degree of a learner's pronunciation problems. In other words, native language is not the only factor affecting pronunciation in a second language. It is one of several factors suggesting that teachers cannot decide, without first listening to their students, which learners will necessarily need more pronunciation practice. A knowledge of the English sound system helps teachers to identify and isolate the most important pronunciation problems of their students. A diagnostic profile sheet is advisable for each student as it provides a record of strengths and weaknesses, permits the recording of progress within a specific area and allows the teacher to develop priorities for a particular individual or group. The following categories should be used in such a profile:

Pronunciation

General Speaking Habits

- Clarity: Is the student's speech muffled because she/he speaks with a hand covering the mouth or because the head is held down?
- Speed: Does inaccurate articulation occur because the student speaks too quickly?
- Breath Groups: Does the student speak with appropriate pauses, breaking up a sentence into thought groups?
- Intonation
 - Is the student using appropriate intonation patterns, i.e. rising intonation for yes/no questions, pitch change at major stress words in a sentence etc. ?

Stress and Rhythm

- Word level stress: Can the student pronounce schwa in unstressed syllables? Can the student use length to differentiate between stressed and unstressed syllables?
- Sentence level stress: Is the student able to produce appropriate strong and weak stresses? Are content and function words unstressed? Is the major sentence stress on the appropriate words?

- Linking: Is the student linking words appropriately within sentences? Consonants
- Substitution: Is the student substituting a different consonant for the appropriate one, i.e. /t/ for unvoiced /th/?
- Omission: Is the student omitting consonants, i.e. /pey/ for /peys/?
- Articulation: Is the consonant being properly articulated, i.e. /p/. Is /p/ part of an aspirated word initially?
- Clusters: Is the consonant properly articulated in clusters, i.e. the initial voiced /th/ in 'there', the /str/ in 'street'?
- Linking: Is the consonant being properly linked in connected speech, i.e. are flaps produced in appropriate places?

Vowels

- Substitution: Is the student substituting one vowel for another i.e. /a/ for / /?
- Articulation: Is the student articulating vowels sounds properly, i.e. are the lips rounded for /u/, as in 'do' or 'few'?
- Length: Does the student have the appropriate length, i.e. the long /e/ vowel in pronouncing /speed/ versus /sped/?
- Reduction : Are vowels reduced in unstressed syllables, i.e. the second vowel in 'campus' pronounced as schwa?
- Linking: Are vowels being properly linked across two-word boundaries, i.e. two oranges? (*ESL 2205 Curriculum Guide, NL*)

Integration of Grammar into the Curriculum

The 1970s saw a shift in emphasis from the teaching of language as a closed set of forms to the teaching of language as an open-ended series of communicative functions. In the classroom, this led to a shift in emphasis from developing formal accuracy to developing functional fluency. Today it is widely accepted that “ability to communicate is not obtained most quickly or efficiently through pure communication practice in the classroom - not, at least, within the framework of a formal course” (Larsen-Freeman 1995). Findings of immersion studies suggest that when language learning is purely communicative, some linguistic features do not ultimately develop to target levels. (Lightbown & White 1987). It is therefore no longer a question of whether to teach grammar in the classroom. It is a question of how. If the concept of grammar teaching is revised and it occupies its central place in the language curriculum, it becomes not discrepant but in harmony with educational and personal aspirations.

Guidelines for Teaching Grammar

- The total program should allow students to make discoveries about language by exposing them to a large quantity of language and encouraging them to experiment with its use in real communication. Students need to talk, read, and write extensively.
- Grammatical explanations and descriptions are valuable if they improve the efficiency of the language learning process. The nature and timing of grammatical descriptions should be carefully considered for each class. It should not be necessary to refer to complex theories or complex terminology in giving grammatical explanations.
- Knowing the rules underlying English usage refers not only to form but also to the function.
- Complete accuracy at each stage is an unrealistic expectation in any learning situation. By meeting structures in new and different contexts, over a period of time, and by trying them out in speaking and in writing, students gradually gain control over them.
- The organization and selection of structures in the course will depend upon the particular needs of the students. Structures should be introduced in many different contexts in a spiral arrangement.
- Grammar activities should be communicative and meaningful.

Intermediate Grammar

In the context of EAL 701C, intermediate grammar refers to:

- the more advanced tenses (past perfect, future perfect, present perfect progressive, past perfect progressive and future perfect progressive);
- advanced rules related to number (e.g. irregular noun plurals, non-count nouns, irregular or advanced rules of subject-verb agreement, pronoun agreement with collective, generic and non-count nouns);
- modals of logical probability and social interaction, in a range of tenses, (e.g. can, could (have), should (have), may (have), might (have), etc.);
- passives;
- complex sentences (noun and adjective clauses). (*ESL 2205, Curriculum Guide, NL*)

Integration of Technology in EAL

THE USE OF TECHNOLOGY

The explosion of technology has contributed to the revised concept of “literacy” discussed in the introduction to this document to encompass print literacy, visual literacy, media literacy and all of the other “literacies” needed to use the emerging technologies of our culture. Given available technologies, the curriculum at every level should, to the fullest extent possible, include experiences which build students’ confidence and competence in using a range of information-retrieval and information processing technologies to meet their own information needs. Such experiences should involve students, for example, in:

- using a word processor to develop a piece of writing
- constructing simple data bases and spreadsheets as ways to organize information
- exploring the applications of interactive CD-ROM software and laserdiscs
- using graphic communication software
- producing a variety of desktop-published texts
- using multimedia
- using e-mail
- using listservs, newsgroups, file transfer, electronic bulletin boards and web browsers
- using appropriate technologies to organize and create complex information with multiple textual and graphic sources
- distinguishing sources which are central, reliable and relevant among the vast number of choices offered by technologies

Instructional Approaches and Strategies

INTERACTIVE LEARNING

Learning language is both personal and social—language is social in origin and in purpose. Teachers should use a variety of social interactions as instructional contexts—including pairs, small group, whole class and across-age groupings—to take advantage of different language and learning possibilities.

Growth in language is fostered in situations which invite students to interact and collaborate with each other and with teachers and other adults. Such interaction allows students to explore their own ideas, get feedback, build on insights of others and construct knowledge collaboratively. This curriculum emphasizes interactive learning in an environment that fosters development of the abilities to communicate effectively and to think critically both within and beyond the classroom.

Assessing and Evaluating Student Learning

Introduction

The terms “assessment” and “evaluation” are often used interchangeably. However, they are not exactly the same. “Assessment” refers to the process of collecting and gathering information about student performance as it relates to the achievement of curriculum outcomes. “Evaluation” refers to the systematic process of analyzing and interpreting information gathered through the process of assessment. Its purpose is to make judgements and decisions about student learning. Assessment provides the data. Evaluation brings meaning to the data. Assessment must reflect the intended outcomes, be ongoing, and take place in authentic contexts.

Meaningful learning involves reflection, construction, and self-regulation. Students are seen as creators of their own unique knowledge structures, not as mere recorders of factual information. Knowing is not just receiving information but interpreting and relating the information to previously acquired knowledge. In addition, students need to recognize the importance of knowing not just how to perform but when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information - which has been the traditional focus of testing - is no longer the focus of assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve problems.

Evaluation may take different forms depending on its purpose. *Diagnostic* evaluation will identify individual problems and suggest appropriate corrective action. Evaluation may be *formative* in that it is used during the instructional process to monitor progress and to make necessary adjustments in instructional strategies. *Summative* evaluation is intended to report the degree to which the intended curriculum outcomes have been achieved. It is completed at the end of a particular instructional unit.

Since the specific curriculum expectations indicate behaviors involving knowledge, skills, and attitudes, assessment must reflect student performance in each of these areas. The learning outcomes specific to the cognitive domain emphasize the acquisition of cognitive skills at all of the taxonomic levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. This will help to ensure that the focus on instruction goes beyond the lower levels of learning - recalling facts, memorizing, definitions, and so on. Likewise, the focus of evaluation should also go beyond testing at the knowledge level.

Assessment/Evaluation Techniques

Teachers must realize they are preparing students for a world where knowledge is expanding at a rate we can no longer track. This requires that we shift emphasis from content knowledge to information processing skills. Our students need to be able to select, process, and evaluate knowledge.

This knowledge does not always need to be tested directly on evaluations that rely strictly on the recall of facts during tests; rather, it can be encompassed in higher level objectives such as comprehension, synthesis, or application. These could be better measured through a problem-solving approach.

It is therefore important to emphasize a variety of strategies in evaluation plans. These must reflect the teaching strategies employed in the delivery of the specific topic.

The evaluation plan should include a wide variety of assessment methods. Any single item of information about a student's learning is only a minuscule sample of that individual's accomplishments. All types of learning outcomes cannot adequately be evaluated with a single type of instrument. Notions about students having different learning styles also apply to their performance on items designed for purposes of evaluation.

Evaluation strategies must closely resemble the nature of the instructional program, curriculum, and modern learning theory. There is significant movement toward authentic assessment or performance assessments. These could include such strategies as open-ended questions, exhibits, demonstrations, projects, computer simulations, writing, and portfolios of students' work over time.

A multifaceted plan is needed to respond to the differences in the intended learning outcomes, the learning styles of students, and to reflect the Essential Graduation Learning.

Individual learning outcomes, the criteria for success, and the form that assessment and evaluation will take, should be clearly understood by teachers, students, and parents. This involves clearly describing unit and lesson objectives and how the achievement of these objectives will be assessed. If students are to see themselves as responsible for their own learning, the requirements for attaining success in a unit of work must be clearly understood. The assessment and evaluation of the unit should contain no surprises. Following are examples of assessment techniques:

Observation

This technique provides a way of gathering information fairly quickly while a lesson is in progress. When used formally, the student(s) would be made aware of the observation and the criteria being assessed. Informally, it could be a frequent, but brief, check on a given criterion. Observation may offer information about the participation level of a student for a given task or application of a given process. The results may be recorded in the form of checklists, rating scales or brief written notes. It is important to plan in order that specific criteria are identified, suitable recording forms are ready, and that all students are observed in a reasonable period time.

Performance

This curriculum encourages learning through active participation. There is a balance between processes and content. It is important that assessment provide feedback on the various skill development throughout the course. Many activities referenced in this guide provide opportunities for students to reflect on their skill development, and for teachers to assess student skill development throughout the course.

Journal

Although not assessed in a formal manner, journals provide opportunities for students to express thoughts and ideas, and to reflect on their transferrable skills. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style and skills. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to concepts, processes, and skills, and how these may be applied in the contexts of society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests, and transferrable skills. (See page 40, Dialogue Journals)

Interview

This curriculum promotes understanding and applying concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond simply factual recall. Discussion allows a student to display an ability to use information and clarify understanding. Interviews may be brief discussions between teacher and student or they may be more extensive and include student, parent and teacher. Such conferences allow a student to be pro-active in displaying understanding. It is helpful for students to know which criteria will be used to assess formal interviews. The assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written.

Paper and Pencil

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and the results of research, and can be in written form for display or for direct teacher assessment. Whether as part of learning, or a final statement, students should know the expectations for the exercise and the rubric by which it will be assessed. Written assignments can be used to assess knowledge, understanding, and application of concepts. They are less successful for assessing skills, processes, and attitudes. The purpose of the assessment should determine what form of pencil and paper exercise is used.

Presentation

The curriculum includes outcomes that require students to analyse and interpret information, to identify relationships, to be able to work in teams, to critically reflect, and to communicate information. Many of these activities are best displayed and assessed through presentations, which can be given orally, in written/pictorial form, by project summary, or by using electronic systems such as video or computer software. Whatever the level of complexity or format used, it is important to consider the curriculum outcomes as a guide to assessing the presentation. The outcomes indicate the process, concepts, and context for which and about which a presentation is made.

Portfolio

Portfolios offer another option for assessing student progress in meeting curriculum outcomes over a more extended period of time. This form of assessment allows the student to be central in the process. There are decisions about the portfolio and its contents which can be made by the student. What is placed in the portfolio, the criteria for selection, how the portfolio is used, how and where it is stored, and how it is evaluated are some of the questions to consider when planning to collect and display student work in this way. The portfolio should provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. For many students it is exciting to review a portfolio and see the record of development over time. (See page 39, The Language Portfolio)

The Language Portfolio

The language portfolio is one type of portfolio that teachers may use. The language portfolio focuses on all of the strands: listening, speaking, reading and writing. Students are encouraged to reflect as they self assess their progress in each of these skill areas. For further explanation on this assessment tool, please see the reference to the “Common European Framework” and “The Language Portfolio: Milestone Project” in the Resources section.

Student Dialogue Journals

Student dialogue journals can be used in EAL 701A to develop writing skills, and to enhance personal communication and mutual understanding between teacher and student.

This type of journal requires students to keep a notebook in which a private conversation is carried on between teacher and student or between two peers in class. Although students should be free to write about anything that interests them, teachers may also use cuing questions to elicit and guide responses:

- What might be happening (in this photo or listening passage)?
- What did you notice while you listened?
- What did you think about while you listened?
- How did you feel while you listened?
- What events from your own life connect to what you have heard from the listening passage?

The writing style in these journals is informal, conversational language. The teacher makes no error correction other than modeling the correct form through the responses given. Teachers comments need to be warm, supportive and responsive to students' communicative ability. The main goal of the dialogue journal writing is on functional, personal interactive use of the language. Students will improve grammar, spelling, form, and content as they compare their entries at the beginning of the course with their later ones.

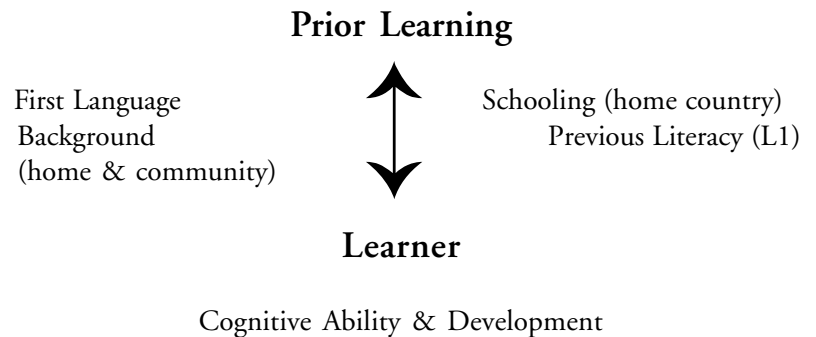
Initially, students may be insecure with their writing skills, especially at this level when vocabulary affects expression. Students may write in broken phrases but still need to be responded to and encouraged. For the purpose of self-expression and tapping into their prior knowledge on various topics, students may be permitted to write in their first language from time to time. Teachers can still give them feedback in English based on oral or written translation from another student. Or, teachers can respond to the student the next time he/she writes in English.

Curriculum Overview

Prior Learning

EAL students have knowledge of one other language, possibly more. They also have prior knowledge of their own culture-the world from which they have come to understand. EAL students may have a great deal of knowledge about many aspects of the world, but at the same time, may find it challenging to express such knowledge in their new language.

EAL students enter their classrooms with previous experiences. Research has revealed that successful additional language acquisition is dependent on the continuation of L1 literacy. The rate at which the students acquire the additional language is influenced by their L1 background, previous literacy, educational experiences, and their own cognitive ability.



EAL 701C Overview

EAL 70C is a low-mid intermediate level four-skills course in listening, speaking, reading and writing. It has been developed and designed to motivate students to become proficient and confident users of the English Language. The balance between accuracy and fluency is a priority as the course content includes:

- the students' level of proficiency in reading and writing English
- the students' need for exposure to a variety of authentic texts
- the multicultural backgrounds and interests of the students

Upon successful completion of EAL 701C, students will be able to:

- listen in a variety of situations;
- listen to a variety of speakers;
- speak with an acceptable degree of accuracy and fluency;
- speak in a variety of contexts;

- read for pleasure;
- read flexibly (avoiding looking up every unknown word) and begin to read critically;
- read for a variety of purposes;
- begin to read unfamiliar, authentic texts at appropriate speed;

- write for a variety of purposes and audiences;
- write with an acceptable degree of fluency and accuracy;

- use appropriate technologies to access information and to practice and continue to develop the four skills in English.

* NB: More notes are included under **The English as an Additional Language Learning Environment**.

701C Curriculum Outcomes

General Curriculum Outcomes

The general curriculum outcomes for EAL 701C are based on the framework provided by the *Foundation for the Atlantic Canada English Arts Curriculum*:

Speaking and Listening

Students will be expected to:

- speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences;
- communicate information and ideas effectively and clearly, and to respond personally and critically;
- interact with sensitivity and respect, considering the situation, audience and purpose.

Reading and Viewing

Students will be expected to:

- select, read and view with understanding a range of literature, information, media and visual arts;
- interpret, select and combine information using a variety of strategies, resources and technologies;
- respond personally to a range of texts;
- respond critically to a range of texts, applying their understanding of language, form and genre.

Writing and Other Ways of Representing

Students will be expected to:

- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination;
- create texts collaboratively and independently, using a variety of forms for a range of audiences;
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes for EAL 701C are based on the specific curriculum outcomes from *Newfoundland ESL 2205 Curriculum Guide* which identify what students are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for student to achieve these outcomes. The specific curriculum outcomes encompass all language skills and are outlined in the following pages in a two-page, four column format.

Curriculum Guide Organization

Overview

Specific curriculum outcomes are organized in units. Suggestions for learning, teaching, assessment, and resources are provided to support student achievement of the outcomes.

The Four-Column Spread

All units have a two-page layout of four columns as illustrated below.

Page One		Page Two	
Unit Overview		Unit Overview	
Title of Unit		Title of Unit	
Outcomes	Elaborations-Strategies for Learning and Teaching	Tasks for Instruction and/or Assessment	Resources/Notes
<ul style="list-style-type: none"> • specific curriculum outcome(s) • describe what students are expected to know, be able to do, and value 	<ul style="list-style-type: none"> • elaborations of outcomes, including teacher background information • specific strategies for learning and teaching; these are found as indentations with bullets • can be used in various combinations to help students achieve an outcome or outcomes • not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience 	<ul style="list-style-type: none"> • description of each suggested student activity or assessment task, organized into the following categories: Performance, Pencil and Paper, Presentation, Interview, Portfolio, and Journal 	<ul style="list-style-type: none"> • reference to additional resources, including specific links to the provincial resources, cross-curricular links, supplementary resources, and web links • teachers may wish to record their own notes in this space

Sensitive Topics

The heart symbol ♥ is used to identify learning experiences that should be approached with sensitivity.

Overview of 701C Curriculum Outcomes

Specific Curriculum Outcomes

GCO 1 - Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences

- 1.1 listen to prepared and selected English texts for general meaning
- 1.2 listen to prepared and selected authentic English texts for specific information
- 1.3 listen to comprehend, make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate ideas
- 1.4 express their own ideas, opinions, feelings and experiences in informal contexts and in a limited range of formal contexts
- 1.5 ask questions to acquire, interpret, analyze and evaluate ideas and information from a variety of sources

GCO 2 - Present information and ideas clearly and logically, for a limited variety of audiences.

- 2.1 listen to comprehend, make inferences and draw conclusions to formulate responses.
- 2.2 present information and ideas clearly and logically, for a limited variety of audiences.
- 2.3 use information to respond appropriately and present ideas and information effectively in informal and limited formal language.

GCO 3 - Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

- 3.1 listen to make inferences regarding a speaker's basic purpose and message
- 3.2 identify the degree of formality in a limited range of communication situations
- 3.3 use appropriate communicative techniques in informal and a limited number of formal language situations

GCO 4 - Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

- 4.1 identify a limited variety of text types
- 4.2 read prepared texts and selected authentic texts for comprehension, including making inferences, analyzing and evaluating information
- 4.3 independently and with support, use appropriate strategies to aid comprehension (e.g prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context
- 4.4 skim for the main idea in prepared texts as well as in a limited range of authentic texts.
- 4.5 scan to locate specific information in prepared and authentic texts.
- 4.6 differentiate between main and supporting ideas in prepared and selected authentic texts.

GCO 5 - Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

- 5.1 select relevant and specific information from appropriate sources
- 5.2 summarize, analyze and synthesize the chosen information
- 5.3 effectively use a variety of appropriate reference materials (e.g. bilingual dictionary, learner's dictionary, grammar texts) with and without support

Specific Curriculum Outcomes

GCO 6 - Students will be expected to respond personally to a range of texts.

- 6.1 comprehend and evaluate information and ideas from a variety of prepared and selected authentic texts
- 6.2 formulate and express ideas and opinions with some accuracy and fluency

GCO 7 - Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

- 7.1 comprehend, evaluate and critically reflect on information and ideas from a variety of prepared and selected authentic texts
- 7.2 formulate critical responses to prepared and selected authentic texts.
- 7.3 use knowledge of English (e.g. intermediate grammar, vocabulary, punctuation) to comprehend, interpret and make inferences from a variety of prepared and selected authentic texts

GCO 8 - Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.

- 8.1 use the process approach to writing focusing on prewriting, drafting and revising
- 8.2 use language to express ideas with some clarity and accuracy

GCO 9 - Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

- 9.1 use, with clarity and accuracy, language appropriate to informal and selected formal audiences
- 9.2 demonstrate skills required for both independent and collaborative work (e.g. respect for others' ideas, ability to share, ability to work independently)
- 9.3 demonstrate skills required for both independent and collaborative work (e.g. respect for others' ideas, ability to share, ability to work independently)

GCO 10 - Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

- 10.1 use the process approach to writing, focusing on revising, editing and publishing
- 10.2 use the mechanics of written basic language (e.g. punctuation, spelling) with some accuracy and consistency
- 10.3 use intermediate vocabulary appropriate to assigned academic tasks, with and/or without support
- 10.4 use intermediate grammar and sentence structures appropriate to assigned academic tasks with and/or without support
- 10.5 use technology effectively to serve their learning needs
- 10.6 use a variety of reference materials for support

GCO

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.1 listen to comprehend, prepared and selected English texts for general meaning.

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to listen to prepared and selected audio and video texts on topics at a variety of different levels. Authentic material may include brief media interviews, news reports or documentaries (approximately 5-10 minutes).

Challenge students to:

- listen to a short video, audio report or documentary and write a short summary of it.
- in pairs, listen to different reports on the same topic and compare notes.
- in pairs, one student listens to half of a news report and the partner listen to the other half. Each student must give the information from the half they heard to their partner and together each student must complete a list of questions based on the entire text, using the information presented.

Invite students to:

- create their own news reports on a topic of interest. Small groups of three present their news report to the class. Students who are listening must prepare a short summary of each news report.
- listen to a guest speaker (news reporter) on his/her job. Summarize the speakers' presentation.
- create an advertisement for a new product.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Tasks for Instruction and/or Assessment

Performance and Presentation

- Listen to a brief, informative report on an interesting topic. Then present a brief summary, listing only the main ideas mentioned in the report.
- Listen to a guest speaker on an interesting topic; present a brief summary of the speakers' presentation.
- Prepare a performance of a news report in small groups.
- Present the news report to the entire class.
- Listen to other students news reports and write a brief summary on each report.

Pen and Paper

- Complete fill in the blank exercises where you:
 - 1) identify almost all main ideas in prepared speech and most main ideas in authentic speech
 - 2) show your comprehension of most normal rates of standard English
 - 3) show your understanding of most intermediate-level vocabulary and determine the meaning of unfamiliar vocabulary from the context.

Resources/Notes

Teachers can have students listen to several advertisements in Unit 1, page 1 in North Star 3 and then complete the exercises in the unit to show their understanding of the general meaning. They can then create their own ads and present them to the company (the class).

Teachers may encourage students to bring in magazines from their home cultures. They can look at the ads, discuss them and compare them with North American magazines.

* Listening one in Units 3, 4, 5, 7, 9 & 10 are interviews or reports where students will have opportunities to repeat this outcome.

* For media interviews, news reports and documentaries, teachers may choose to consult school and community libraries as well as local radio stations (96.1 CBC's *The Current* for example).

For further information see *Resource Lines* (p. 142).

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.2 listen to comprehend, prepared and selected authentic English texts for specific information.

Elaborations - Strategies for Learning and Teaching

Students will show their understanding of most grammar and vocabulary used in lower-intermediate level texts. They will have opportunities to listen to a brief, informative report of 5-10 minutes where they will be asked to identify specific information.

Challenge students to:

- listen attentively to a brief, informative report.
- listen to a short prepared or authentic report and complete a list from which details have been omitted (e.g. names, dates, numbers).
- complete an outline or time line, identifying specific information from a prepared or selected authentic English language texts.

Invite students to:

- listen to a guest speakers' presentation on a topic of interest.
- complete a questionnaire on the presentation, identifying specific information mentioned.
- listen to presentations of other students (L1 speakers where possible) and summarize each presentation in their own words.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Listen to a brief report giving an outline of the history of a familiar but formal topic (e.g. a country of their choice, the Olympics, the school, community, or a topic of person interest to them). Complete a timeline based on the information provided.
- Complete a true/false list based on details mentioned in the listening passages.
- Select the details that are mentioned in a listening passage, from a list, including those details mentioned plus distractors.

Performance

- Listen to part of a report in which the topic is not explicitly stated and they determine the topic.

Presentation

- Present a brief (5 minute) informative report on a topic of personal interest.

Resources/Notes

North Star 3: Listening and Speaking

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.3 listen to make inferences to formulate ideas.

Elaborations - Strategies for Learning and Teaching

This outcome gives students opportunities to listen attentively to a brief, informative (5-10 minutes) report. Students will have exposure to more than one listening passage on a particular topic. Teachers can provide listening exemplars in which students would have to make inferences in order to answer questions and formulate ideas. These questions and ideas will involve students inferring word meaning from the context, inferring the speakers opinions and emotions.

Challenge students to:

- listen to a section of a report or an interview and make inferences (infer word meaning from context and infer the speaker's opinions)
- listen to part of a report or an interview and identify the topic where it is implied but not explicitly stated.
- listen to excerpts from an interview and answer questions.
- listen to a passage excerpt and determine the speaker's opinion based on rising or falling intonation.
- listen to excerpts from a report or from an interview and determine the speaker's opinion based on word choice (adjectives such as angry, confused, sad, lucky and content)

Invite students to:

- discuss the speaker's point of view as it relates to his/her own personal experiences.
- listen to an advertisement and make inferences on what the advertiser assumes about the customers who will hear these ads.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Tasks for Instruction and/or Assessment

Performance

- Listen to a brief informative report on a familiar but possibly controversial topic (e.g. existence of ghosts, cultural differences, exams/grading in schools). Present your opinions on the topic in a brief oral or written report to a small group.

Pen and Paper

- Complete exercises where you determine the topic of a report (the topic itself is not explicitly stated but implied) after listening to part of it.
- Listen to a series of advertisements and conclude the advertiser's assumption about the customers who will hear these ads (out of a selection of three multiple-choice responses, circle the best answer.)
- Complete exercises and determine the speaker's meaning, based on his/her rising or falling intonation.
- Complete exercises and determine the speaker's opinion based on word choice (adjectives such as angry, sad, lucky and content).

Resources/Notes

North Star 3: Listening and Speaking

“Making Inferences” exercises in each section of the Units:

Unit 1: pages 5 & 6

Unit 2: pages 23 & 24

Unit 3: page 40

Unit 4: page 58

Unit 5: page 78

Unit 6: page 97

Unit 7: page 117

Unit 8: page 136

Unit 9: page 156

Unit 10: page 177

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Specific Curriculum Outcomes Elaborations - Strategies for Learning and Teaching

Students will be expected to:

1.4 listen to evaluate ideas and information and draw conclusions to formulate ideas.

Students will have opportunities to listen attentively to a brief, informative (5-10 minutes) report. They will have exposure to more than one listening passage on a particular topic. Teachers can provide listening passages in which students would have to evaluate ideas and information, and then draw conclusions in order to answer questions. They will practice identifying, comparing and judging the ideas presented. Students at this level should be able to formulate responses from ideas, information and opinions presented.

Challenge students to:

- listen to a section of a report or an interview and determine the speaker's opinion (from tone of voice and words used such as frustrated, lucky, confident and sad).
- listen to a section of a report or an interview and discuss the speaker's opinion as it relates to their own opinions.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Tasks for Instruction and/or Assessment

Performance

- Listen to a brief informative report, interview or speech on a familiar but possibly controversial topic (e.g. cultural differences). Present your opinions on the topic in a brief oral or written report to a small group or to the class.

Pen and Paper

- Complete exercises where you determine the topic of a report, interview or speech (the topic itself is not explicitly stated but implied) after listening to part of it.
- Compare your opinion with that of the author's and prepare a brief oral or written response.

Resources/Notes

North Star 3, Listening and Speaking

Clear Speech

Pronunciation Pairs

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.5 express their own opinions and experiences in informal contexts and in a limited range of formal contexts.

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to share their own opinions and experiences on controversial topics of their own choice. Students can work in groups to prepare notes for a panel discussion or an informal debate where they express themselves in a respectful environment. Students may need to be reminded of turn-taking and attentive listening skills in conversations.

Challenge students to:

- participate in group activities, working on the group work process (students have assigned roles to each group member, such as “chair,” “language police,” “devil’s advocate,” “secretary”). See Notes/p. 53.
- watch video or listen to audio samples of formal contexts, such as panel discussions and oral presentations.
- give their opinion on a list of questions related to a text.
- reach consensus on a list of topics derived from texts studied in class.
- participate in a whole-class or large-group panel discussion, based on a topic presented in class.
- present information in a small group and lead a discussion on that topic.

Invite students to:

- prepare notes on how they agree or disagree on a controversial social issue.
- present their arguments for or against the social issue in an informal debate.
- attend a debating session, as the audience, in another classroom and give their opinions on which side provided the strongest arguments.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Tasks for Instruction and/or Assessment

Group Work/Presentation:

- Choose a magazine, newspaper or textbook article on a controversial social issue. In small groups, summarize the article and prepare a list of 10 discussion questions to ask group members. Evaluate the students' ability to summarize the article clearly, formulate open-ended questions, encourage responses from group members, and express own opinions and agreement or disagreement clearly and correctly.

Pen and Paper:

- Summarize text content clearly;
- Express own opinion on topic clearly;
- Formulate 10 simple discussion questions clearly and correctly
- Summarize a debate observed in another class and state which side with which you agree and why.

Presentation:

- Lead a minimum 15-minute discussion on a topic of interest.
- Present notes for or against a social issue of the group's choice.
- Present a role play of a town meeting for or against a controversial social issue.

Resources/Notes

Each unit in North Star 3 integrates critical thinking skills (see Scope and Sequence, p xvi and xvii). In Unit 2 and in Unit 5 students are asked to support their opinions with reasons and in Unit 5, students also evaluate advantages and disadvantages, hypothesize outcomes and collaborate to reach a compromise.

North Star 3, Listening and Speaking

Formats and protocols for group discussion are presented in *Resource Lines 9/10* (p. 151)

Roles for group discussion :

Chair

- leads discussion and ensures participation by all group members.

Language Police

- ensures that the entire discussion occurs in English.

Devil's Advocate

- deliberately expresses opposing opinions in order to foster discussion.

Secretary

- takes notes and summarizes the main points.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.6 ask questions to acquire, interpret and evaluate ideas and information from a variety of sources.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to select topics of interest to use to develop 15 grammatically correct questions. They will ask questions to survey at least 10 respondents.

Challenge students to:

- practice evaluating peers' questions in terms of clarity and appropriateness.
- formulate questions appropriate to a particular context/subject.
- practice formulating follow-up questions appropriate to previous responses.
- practice active listening (e.g. reformulating speaker's statements, requesting clarification).
- survey L1 students on a topic of interest, using grammatically correct questions.

Invite students to:

- listen to a guest speaker and ask questions for further interpretation and evaluation.
- interview a partner on a topic of interest, using 5-7 grammatically correct questions.

GCO: *Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.*

Tasks for Instruction and/or Assessment

Pen and Paper:

- Write grammatically correct questions in preparation for your surveys.
- Write short summaries of your survey results.

Performance and Presentation

- Select a topic of interest to the class (e.g. spending habits/hobbies/sports participation/musical preferences/study habits) and prepare and conduct a survey of two groups who might have differing responses on those topics (e.g. girls vs boys, teachers vs students; Canadians vs Americans). Compare the responses of the two groups and present the information to the class.
- Where possible, work with L1 students to complete the survey.

Resources/Notes

North Star 3: Listening and Speaking

Suggestions on how to conduct an interview can be found on Resource Lines 9/10 (p. 155-158).

* Teachers may choose to introduce parameters around debating depending on the students' level.

* Teachers may use the Grammar Reference Chart in the Appendices.

GCO: *Present information and ideas clearly and logically, for a limited variety of audiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 2.1 listen to comprehend, make inferences and draw conclusions to formulate responses.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students ample opportunities to practice tasks that focus on comprehending, making inferences and drawing conclusions. They will practice using low-intermediate level grammar and vocabulary in context at their level (intermediate). Students will use linguistic clues used to introduce opinions (e.g. In my opinion, I believe, It seems).

Challenge students to:

- listen to short prepared or authentic passages presenting opinions. Students identify those opinions as well as the key words and phrases used to express them.
- use information from listening activities to prepare responses and small group discussions on the topic.

Invite students to:

- listen to a guest speaker on a relevant and interesting social issue. Students identify the speaker's opinion including the key words or phrases he or she uses to express them.

GCO: *Present information and ideas clearly and logically, for a limited variety of audiences.*

Tasks for Instruction and/or Assessment

Performance and Presentation

- Listen to a brief television interview on a topic of personal or local relevance to you (e.g. a current event in the community, a school or local controversy).
- Role play a follow-up interview with a character who has a different position or point of view.
- Prepare and present opposing opinions based on the arguments and ideas presented in the original interview. (informal debate)

Pen and Paper

- Students prepare arguments and opposing arguments on a topic of personal or local relevance to them.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

Clear Speech

Pronunciation Pairs

* Teachers may choose to introduce instructions and parameters around debating, should it be used as a task of instruction and/or assessment.

GCO: *Present information and ideas clearly and logically, for a limited variety of audiences.*

Specific Curriculum Outcomes

Students will be expected to:

2.2 present information and ideas clearly and logically, for a limited variety of audiences.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students ample opportunities to speak for a minimum of 5 minutes. They will also clearly summarize a story and express their opinions on a book, using correct and comprehensible pronunciation and intermediate-level vocabulary and grammar. Students will also practice evaluating their peers as they listen to others' presentations. They will also have opportunities to practice logical ordering of ideas (e.g., general to specific, sequence markers, eliminating irrelevant information, summarizing/concluding).

Challenge students to:

- read half a text (in pairs) on the same topic, and then share the information with their partner.
- prepare an informal oral presentation on a topic of interest to them (their country, favorite activity or hobby) to share with a partner, group or the entire class.
- listen to the lyrics of a song and discuss their meaning with a partner.
- read a short story or novel and discuss the following novel study elements such as setting, plot summary and conflict.
- read a short story or novel and discuss your personal opinion (a brief critique) on it with a partner.

Invite students to:

- create story boards.
- write their own short stories.
- watch a play and discuss it.

GCO: *Present information and ideas clearly and logically, for a limited variety of audiences.*

Tasks for Instruction and/or Assessment

Pen and Paper

- complete exercises, activities and class quizzes on intermediate-level grammar and vocabulary appropriate for the clear presentation of ideas.
- complete exercises, activities and class quizzes on basic-low intermediate-level pronunciation (individual consonant/vowel sounds, stress patterns on low intermediate-level vocabulary).
- complete exercises, activities and class quizzes on the logical ordering of ideas (e.g., general to specific, sequence markers, eliminating irrelevant information, summarizing/concluding).

Performance and Presentation

- after reading a short story or novel, students orally present a book report/evaluation to the whole class. The students could discuss the characters, a summary of the story and a brief critique (their personal opinion).
- create their own stories (mini-skits) and present them to the class.

Resources/Notes

North Star 3, Listening and Speaking, (Unit 6, page 93, “The Art of Story Telling”)

North Star 3, Reading and Writing, Unit 6, page 99, “The Metamorphosis”)

Teachers should choose appropriate reading material to students’ levels. Teachers may choose to complete Unit 6 after Units 1-5 are covered.

Clear Speech (as needed for particular pronunciation skills)

*Teachers may choose to use music (ballads would work well) for this outcome as well. Students could bring in music from their own cultures and have the opportunity to do some research and/or teachers may choose to bring in musical artists from PEI and/or Canada.

Cambridge Readers, Level 2 and 3

Additional short stories or novels (See Authorized Resources for English421 and English431).

GCO: *Present information and ideas clearly and logically, for a limited variety of audiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 2.3 use information to respond appropriately and present ideas and information effectively in informal and limited formal language.

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to practice linguistic elements for comprehension in everyday contexts and familiar formal contexts, including intermediate-level grammar and vocabulary, standard pronunciation and a normal rate of speech. Students will have ample opportunities to practice presenting information in a range of contexts (e.g., dialogue, small group, large group, whole class). They will listen to informal oral texts (e.g., reports, documentaries, interviews, dialogues) and restate information.

Challenge students to:

- prepare two short audio listenings on the same topic (divide students into pairs and assign each partner a different listening passage to summarize). Each student must listen to the assigned passage and present an oral summary of it to his/her partner. The partners then switch listenings, adding any information missed in the oral summaries presented. This could also be done with video clips.
- present information from a documentary or news program they have watched recently.
- think about an item they have recently seen on the news. They must present the facts about the report to the class or a small group, without mentioning the actual news story. The other students must try to get what news event the student is referring to.

Invite students to:

- create their own news reports and present them to the class.
- watch the local news (CBC Compass) and present a summary of its contents.

GCO: *Present information and ideas clearly and logically, for a limited variety of audiences.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on the identification and understanding of the main ideas and important details of an audio text.
- Complete exercises on answering questions from all parts of the text.
- Complete exercise on matching a news story to the applicable message.

Group Work/Jigsaw

- Prepare three brief (approximately 5 to 10 minutes) audio texts on a related topic, or divide one long text into three logical sections. (Divide the class into three groups. Have each group listen to a different audio text and take notes on the section they heard. Then arrange the class into small groups of three such that each group member has heard a different text. Give the students a list of questions covering information from all three texts. Each student must explain the part of the text they heard to the other members of their group well enough that each group member can answer all questions from all three texts).

Performance and Presentation

- Prepare short news reports on “main news” stories of their own choice and present them to the class (audience).

Resources/Notes

North Star 3, Listening and Speaking, Reports and interviews can be found in Units 3, 4, and 7.

North Star 3, Reading and Writing

Clear Speech (as needed for particular pronunciation skills)

* For further information on effective listening, see Resource Lines 9/10 (p. 141-143).

*For split listening of audio texts a language lab is ideal. If none is available, or for video texts, use of two classrooms is another option.

Local, Atlantic, National and International News Reports

GCO: *Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.*

Specific Curriculum Outcomes

Students will be expected to:

- 3.1 listen to make inferences regarding a speaker's basic purpose and message.

Elaborations - Strategies for Learning and Teaching

Students will have many opportunities to listen to short prepared and authentic texts to make inferences about the speaker's purpose and message. Prepared texts include short interviews, speeches, lectures and news reports from North Star 3, Listening and Speaking's listening excerpts. Authentic texts can include actual news' reports and interviews from local news' programs, speeches or lectures from guest speakers, peers and other teachers.

Challenge students to:

- identify various basic purposes of discourse (e.g. persuade, describe, inform, narrate).
- explicitly identify expressions used to convey the inference (by intonation and tone of voice).
- listen to short interviews, speeches, or reports and write a one-sentence summary of the interview (e.g., the person's role, topic being discussed, main idea).
- determine the situation of a dialogue (e.g., making a complaint, requesting information, making a reservation) and the speaker's roles.

GCO: *Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on correctly identifying most of the situations and implied messages from an audio or video text.
- Complete exercises and/or class quizzes on identifying the contexts (e.g., topic of conversation, background events, speakers' messages (and the likely relationship between the speakers' messages) after listening to an audio recording (or seeing a video) of five to ten conversations.

Observation/Presentation

- Watch a video on a local news program (i.e. Compass on CBC TV) where a local celebrity is being interviewed. Retell the conversation in your own words in a class presentation.

Presentation/Performance

- Create a role play where you are the interviewer (an actor, singer, athlete for example) and present your interview to the audience (i.e. the class). As an audience member, you must summarize the main contexts of the interview (e.g. topic of conversation, background events, and interviewee's messages) for each interview (in your journals for example).

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

Clear Speech

Pronunciation Pairs

Local (i.e. Compass), Regional or Atlantic (i.e. ATV News), National (i.e. The National) and International news programs

GCO: *Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.*

Specific Curriculum Outcomes

Students will be expected to:

- 3.2 identify the degree of formality in a limited range of communication situations.

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to identify the level of formality (formal to informal) in various communicative situations from everyday to familiar to formal. Students will listen to dialogues and speech samples from a range of communicative situations and identify the differences between formal and informal language.

Challenge students to:

- listen to dialogues and speech samples from a range of communicative situations, from everyday to familiar formal.
- practice recognizing formal and informal language and using slightly (e.g. complex and compound sentences, polite phrases, intermediate-level vocabulary) formal language.
- identify a range of audiences that they would be likely to encounter (e.g. teachers, employers, peers, teammates, classmates, parents, coaches, or other mentoring adults).
- examine a variety of sample oral communicative situations and then rank the situations from the most to least formal.
- create sample dialogues for the communicative situations above.

Invite students to:

- examine a variety of sample communicative situations and identify which audience is most suited to which communicative situations (i.e. conversations with a close friend versus a conversation with an acquaintance).
- examine a variety of written dialogues and identify which audience is most suited to which communicative situations (i.e. an email to a friend as compared to a letter to a potential employer) and then rank the situations from the most to the least formal.
- create sample dialogues for the communicative situations indicated above.

GCO: *Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.*

Tasks for Instruction and/or Assessment

Pen/paper

- Complete exercises and class quizzes on correctly ranking the sample dialogues with which you are presented. Then rank the oral and written sample dialogues from least to most formal.

Observation/Presentation

- Create formal and informal conversations as sample dialogues to be presented to an audience (the class), who then identify the level of formality of each presentation.

Resources/Notes

North Star 3: Listening and Speaking, Intermediate

Clear Speech

Pronunciation Pairs

* Sources of conversations include prepared EAL texts and news broadcasts, reports, speeches, lectures and interviews.

GCO: *Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.*

Specific Curriculum Outcomes

Students will be expected to:

3.3 use appropriate communicative techniques in informal and a limited number of formal language.

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to practice conversation strategies (e.g. turn-taking, requesting information, clarification, interrupting, explaining, clarifying and giving an opinion) for effective communication).

Challenge students to:

- practice appropriate strategies for effective communication (e.g. turn-taking, requesting clarification, interrupting, explaining/clarifying).
- participate in familiar formal situations.
- practice the linguistic elements appropriate in familiar formal situations.
- prepare and present familiar formal role-play scenarios in pairs and in small groups (e.g. student/teacher; doctor/patient; student/principal; employee/employer).
- present the same role-play scenario for a number of different audiences (e.g. the same conversation between friends, co-workers, teammates, roommates, family members).

GCO: *Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.*

Tasks for Instruction and/or Assessment

Performance and Presentation

- With 2 minutes to prepare, spend 3-5 minutes to create, record and present a role-played dialogue with a partner.
- Create then video record role-played dialogue of effective and ineffective conversation strategies and have the audience identify 3 characteristics (of each role play) that reveal effective and ineffective conversation. Teachers can evaluate students' role plays as they reveal their knowledge and practice of effective communicative strategies.

Resources/Notes

North Star 3, Listening and Speaking

Clear Speech

Pronunciation Pairs

* Teachers may want to limit students preparation time and/or limit their recording attempts to ensure that students speak spontaneously and authentically and do not simply read aloud.

* Teacher's may use presentation rubrics and checklists for evaluation as well.

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

4.1 identify a limited variety of text types.

Elaborations - Strategies for Learning and Teaching

For this outcome, students will examine a variety of basic text types, including narrative, descriptive, persuasive, expository and compare and contrast. After examining each text type, they will note the particular characteristics and linguistic highlights of each basic text type (e.g. chronological markers, tense sequencing, and short story elements in narrative text).

Challenge students to:

- examine a range of basic text types including narrative, descriptive, expository, persuasive and comparison/contrast.
- identify the defining characteristics and linguistic elements of each basic text type.
- classify each text, out a variety of texts, according to the basic text types.
- work from a sample prepared text, identify the defining elements of a particular type of text (e.g., descriptive vocabulary and spatial organization markers in descriptive text).

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on correctly identifying the text type (narrative, descriptive, persuasive, expository and compare/contrast) and explaining the rationale behind their choices (understanding the characteristics of a particular text type).
- Practice writing short paragraphs of each text type, which include particular characteristics of a certain text type.

Resources/Notes

North Star 3, Listening and Speaking

North Star 3, Reading and Writing, Intermediate (Unit 1: Opinion; Unit 5: Paragraphs; Unit 3: Descriptive Paragraph; Unit 4: Contrast Paragraph)

* For characteristics of text types, see Resource Lines 9/10 (p. 93-134)

The Short Composition

From Writing to Composing

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 4.2 read prepared texts and selected authentic texts for comprehension, analyzing and evaluating information

Elaborations - Strategies for Learning and Teaching

Students will have several opportunities to read prepared texts (i.e. from North Star 3 readings) and selected authentic texts (student exemplars, opinion letters in newspapers). Students will read texts for comprehension, focusing on making inferences by answering questions from the text. Comprehension of text also includes analysis and evaluation as students apply their own background information, knowledge, and experience on the topic as well as comparing and contrasting their own ideas with those of the author's.

Challenge students to:

- answer questions focusing on inferences made in prepared and simple authentic texts.
- answer questions focusing on analysis and evaluation (e.g. applying the reading to the student's own experiences, identifying advantages and disadvantages related to the topic, comparing and contrasting the content of two texts, ranking ideas/options).
- practice deducing the meaning of new vocabulary from context.
- read texts of 500-1000 words and answer a range of questions focusing on comprehension, inferencing, analysis and evaluation.

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on answering questions on the main ideas and details of a text.
- Complete exercises and class quizzes on the identification and comprehension of text structures (location of thesis statements and topic sentences, narrative sequencing, spatial organization in descriptive texts, block organization of comparison and contrast texts) to aid comprehension.
- Complete assignments (take home or in class tests for example) where you read a prepared text (500-1000 words), answering a range of questions about the text including identifying text type, understanding the basic message, understanding details, identifying advantages/disadvantages and similarities/differences, and agreeing/disagreeing with the text. Write answers in complete sentences and in your own words. Evaluate using a rubric.
- Response Writing- read a prepared text (500 to 1000) words and write an evaluative responses to the text, including identifying text type, understanding the basic message, understanding details, identifying advantages/disadvantages, and similarities/ differences, and agreeing/disagreeing with the text. Responses should be written in complete sentences using paragraph form and in you own words.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

The Short Composition

From Writing to Composing

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 4.3 independently and with support, use appropriate strategies to aid comprehension (e.g prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities for dictionary use, using mainly monolingual English learners' or students' dictionaries. Students will review the content, organization and format of such dictionaries. Students will also have opportunities to deduce meaning from context and to compare comprehension of a text with a partner(s), identifying and discussing sources of difference. They will practice intermediate-level grammar and vocabulary required for text comprehension.

Challenge students to:

- take risks in predicting text content based on pictures, section headings, graphics, and comprehension questions.
- reread sections of text that have not been understood.
- work with a partner to read and discuss their interpretation of a text. After each paragraph or section, have the students stop and summarize the text orally, comparing their understanding of the text to that point. Alternately, students can stop reading and individually answer questions up to that point. By comparing their answers, they can identify and resolve differences in comprehension.
- read the questions to be answered and predict possible answers (before reading the text)
- identify five new words in a text and work with a monolingual English dictionary to find the appropriate definitions in that context. Students must then teach their words to other students.
- guess the meaning of the five underlined words (in a text that is likely unfamiliar) from the surrounding words, sentences or paragraphs

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises and/ or activities (game) on writing definitions for a word out of five underline words that are identified as most likely to be unfamiliar (from a text appropriate for their level), without using a dictionary.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

Dictionaries - EAL Kits; School-based Resources

The Short Composition

From Writing to Composing

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 4.4 skim for the main idea in prepared texts as well as in a limited range of authentic texts

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to skim (a reading strategy of quickly moving the eyes over the text to find the main idea, but not reading every word or sentence) texts (500-1000 words) for the main ideas, using skimming strategies (i.e. titles, subheadings, thesis statements, topic sentences, introductory and concluding paragraphs).

Challenge students to:

- skim texts using skimming clues to identify main ideas, such as thesis statements, topic sentences, section headings, titles, introductory and concluding paragraphs.
- skim unseen intermediate-level texts.
- skim a text of 500 to 1000 words and write a title which captures the main idea of the text.
- skim a paragraph and select the topic of the paragraph from a list of options.

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Summaries- give students three short texts (approximately 500 words each) from three different subject areas (e.g. science, social studies, language arts) and have them skim the texts to identify the subject area and write a one-sentence summary of each texts.
- Complete exercises on the identification of topic sentences.
- Give students a paragraph with the topic sentence omitted.
- Give students a strict time limit (e.g. 1 to 2 minutes) to skim the paragraph and write an appropriate topic sentence.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Paragraph

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 4.5 scan to locate specific information in prepared and authentic texts.

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to scan (a reading technique of quickly moving the eyes over the text to find specific details, but not reading every word or sentence). While scanning texts (500-100 words) students scan to locate specific information (i.e. dates, names, locations and statistics).

Challenge students to:

- scan for details in intermediate-level texts of 500-1000 words (Students are given this text containing specific information, such as dates, names and statistics. They may have a time limit under which to identify a specific number of details from the text).
- identify most of the missing items in an exercise where they have to find a specified number of details from the text.

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises and/or class quizzes on scanning to locate specific information (students are given a 500-1000) word text describing a sequence of events (e.g. a history of an event or country, a biography) and provide a partially completed timeline of the events. Under a time-limit of several minutes, have students complete this timeline.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Paragraph

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

4.6 differentiate between main and supporting ideas in prepared and selected authentic texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to identify elements (i.e. topic sentences, thesis statements, titles/headings, and introductions and conclusions) of intermediate-level texts of 500-1000 words.

Challenge students to:

- practice using the elements to indicate main ideas, such as topic sentences/thesis statements, introductions/conclusions, repetition of key words/ideas and titles/headings.
- write informal outlines for intermediate-level 500-1000 word texts.

GCO: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on identifying the following: almost all the main ideas of the text, most of the details and most of the relationships between the main ideas and the details. Students may use an outline (graphic organizer) to complete this exercise.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

Clear Speech

* For information on outlining, see *Resource Lines 9/10* (p. 80 and p. 289).

GCO: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Specific Curriculum Outcomes

Students will be expected to:

- 5.1 select relevant and specific information from appropriate sources

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to locate relevant and specific information (in books, magazines, newspapers, or on the computer) related to a particular topic. Students will use such information from three sources to prepare an oral or written presentation on a topic of interest to them. Students should re-visit their school library for a refresher on how to locate and properly cite the information and materials they use. This is a good opportunity to review summarizing and how to avoid plagiarism.

Challenge students to:

- organize information and have students practise using those elements, such as table of contents, reference lists and appendices.
- locate information on a particular topic within the limited range of sources provided
- provide students with a text on a topic and have students identify which parts of a text (from one on a topic of interest) could be used to prove a particular point.
- locate particular pieces of information from the table of contents or index of a book .
- use information from several intermediate-level sources to present a prepared oral and written presentation on a topic.

GCO: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises and class quizzes on identifying most of the main ideas and details relevant to the topic and correctly identifying irrelevant passages. (For example, students are given two intermediate-level 500-word texts on a topic. They take notes on the texts and identify information about the topic they could use in a project, essay or presentation).

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

The Short Composition

From Writing to Composing

GCO: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Specific Curriculum Outcomes

Students will be expected to:

5.2 summarize, and synthesize the chosen information

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to practice reading and writing informal summaries (200-250 words) of 500-word texts. Students will also have opportunities to analyze simple information using basic methods of analysis (i.e. classifying, categorizing, comparing, contrasting, applying ideas and information to other situations).

Challenge students to:

- practise writing informal summaries.
- analyze simple information using basic methods of analysis (e.g., classifying/categorizing, comparing/contrasting, applying ideas/information to other situations).
- identify similarities and differences between information presented in several sources.
- read two texts on a related topic and identify the common and/or contrasting ideas presented therein.
- read and write a summary of a 500-word text.
- read two 500-word texts on a similar topic and list similarities and differences of both texts.

GCO: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on the following: correctly and appropriately summarize the main points of the text for their partner; correctly identify the information from two texts relating to the topic.

Performance and Presentation

- Students organize the information from both texts into a logical, coherent presentation. For example, students work in pairs. Each pair of students is given a topic on a controversial but familiar issue (e.g. grading in schools, examinations, school rules, cultural differences etc.). Each student in the pair is given a different 500 to 1000-word text on the topic. Each student must read the text and present a brief summary to their partner. Using the information in both texts, the students must then prepare an informal outline for an oral or written presentation about their topic. Then he/she presents this information to his partner and/or the entire class.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

The Short Composition

From Writing to Composing

GCO: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Specific Curriculum Outcomes

Students will be expected to:

5.3 effectively use a variety of appropriate reference materials (e.g. bilingual dictionary, learner's dictionary, grammar texts) with and without support

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to practice using their dictionaries (monolingual English as much as possible and bilingual only when absolutely necessary). Students should be using monolingual dictionaries when necessary as one comprehending text strategy, however, they should not be over-reliant on this as the only strategy. In addition, they should not be looking up every word.

Challenge students to:

- practice using their dictionaries (monolingual English learner) in the classroom.
- to rely on monolingual English dictionaries as much as possible. (Ensure that students do not attempt to overuse dictionaries and look up every unknown word).
- to use their grammar texts and reference books to find answers to their own grammar questions. (teachers assist as necessary)
- to identify five unfamiliar words from a text read in class. Using monolingual English learner's dictionary, students rewrite the dictionary definition in their own words, and include it in a sentence showing how the word is used.
- use their monolingual English learner's dictionaries and look at the definitions of a particular word. Then show the word used in, for example, five sentences, each exemplifying a different definition of the word. Students then match the appropriate definition to each sentence.
- use a learner's dictionary to find synonyms and antonyms of a word.

GCO: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises and/ or class tests on effective use of their dictionaries and context to correctly identify the appropriate meaning of most unfamiliar intermediate-level vocabulary. For example, students are given a text containing ten underlined words with which they will likely be unfamiliar. Using a dictionary, students must identify the meaning associated with the word in that context.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

Dictionaries (EAL Kits and School-based)

GCO: *Students will be expected to respond personally to a range of texts.*

Specific Curriculum Outcomes

Students will be expected to:

6.1 comprehend and evaluate information and ideas from a variety of prepared and selected authentic texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to clearly understand the information and ideas on intermediate-level 500-1000 word texts. Students will practice the skills necessary for evaluating information and ideas (i.e. making inferences, drawing conclusions, comparing/contrasting, rating/ranking, and making conclusions).

Challenge students to:

- engage in activities focusing on comprehension (e.g. comprehension questions, multiple choice and true or false exercises, sequencing exercises, chart/text-completion activities, summary activities).
- practice of the skills necessary for evaluating information (e.g. making inferences, drawing conclusions, comparing/contrasting, rating/ranking, making connections).
- engage in activities focusing on the evaluation of information (e.g. personal response, critical review, consensus, synthesis through comparison and contrast).
- read and complete comprehension activities (e.g. comprehension questions, multiple choice and true or false exercises, sequencing exercises, chart/text-completion activities, summary activities) on intermediate-level 500 to 1000-word texts.
- read and complete evaluation activities (e.g. personal response, critical review, consensus, synthesis through comparison and contrast) on intermediate-level 500 to 1000-word texts.

GCO: *Students will be expected to respond personally to a range of texts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Complete exercises and/ or class quizzes to accomplish the following:** correctly answer most comprehension questions; correctly answer most basic evaluation questions (e.g., comparison/contrast, application, ranking, clear inference); write answers in complete, grammatical sentences and in the student's own words; correctly answer most questions focusing on linguistic elements used to convey meaning (e.g. locating topic sentence and thesis statements, deducing meaning of unfamiliar words, paraphrasing sentences).

For example, students read an intermediate-level 500 to 1000-word text and answer questions focusing on comprehension and evaluation of the content.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

GCO: *Students will be expected to respond personally to a range of texts.*

Specific Curriculum Outcomes

Students will be expected to:

6.2 formulate and express ideas and opinions with some accuracy and fluency

Elaborations - Strategies for Learning and Teaching

Students will have several opportunities to express their opinions on texts (500-700 words) of relevance and personal interest. Students will respond to such texts through critical reviews, responses or reports, discussing their opinions on the ideas expressed in the texts and how they relate to their own lives.

Challenge students to:

- express opinions on texts read for class (e.g. discussions in pairs, in small groups and with the whole class, response journals, brief reaction compositions).
- write book reports or text summaries including a critical review section.
- read a 500 to 1000-word text on a topic of personal relevance (e.g., the stages of culture shock, learning another language, selecting future careers, part-time jobs) and have students discuss orally or in writing how this topic applies to their own and their peers' lives.

GCO: *Students will be expected to respond personally to a range of texts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Complete writing assignments where students do the following:** clearly present opinions; use intermediate-level grammar and vocabulary correctly to express opinions; correctly use a variety of expressions to introduce opinions; provide evidence from texts and personal experience; logically sequence ideas; make clear distinctions between the students' and the author's opinions.

Performance and Presentation

- Present students with two 500-word texts presenting opinions on opposing sides of a controversial but familiar topic. Based on the content of the texts, students must prepare and present their opinions on the topic, using information both from the texts and from their own personal experience to support their opinions.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

* The wording “with some accuracy and fluency” is intended to be interpreted in a manner relevant to the EAL 701C student. In other words, students are not expected to speak with 100% accuracy and fluency as one would expect of a native speaker of English. Students may speak with hesitation and errors in grammar and vocabulary. Nevertheless they should not speak haltingly nor with significant errors in basic grammar and vocabulary (see *EAL 701C Standards* in the Appendices)

GCO: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Specific Curriculum Outcomes

Students will be expected to:

- 7.1 comprehend, evaluate and critically reflect on information and ideas from a variety of prepared and selected authentic texts

Elaborations - Strategies for Learning and Teaching

Students will read a variety of prepared and authentic texts (500-700 words) for comprehension and evaluation. Students will practice the skills necessary for evaluation and critical reflection (i.e. making inferences, drawing conclusions, comparing/contrasting, rating/ranking, and making connections). Students will answer opinion questions and prepare a critical review outline, applying content to personal experiences.

Challenge students to:

- read a variety of prepared and basic authentic texts.
- practice the skills necessary for evaluation and critical reflection (e.g. making inferences, drawing conclusions, comparing/contrasting, rating/ranking, making connections).
- evaluate and critically reflect (e.g. answering opinion questions, writing critical review outlines, applying content to personal experience).
- work in pairs or small groups to compare opinions on texts presenting culturally sensitive issues of personal relevance (e.g. discipline, male/female roles, dating customs) with students of another culture.

GCO: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Tasks for Instruction and/or Assessment

Pen and Paper

- *Complete exercises and/or class tests to accomplish the following: correctly answer most comprehension questions; correctly answer most evaluation questions; clearly express opinions on critical reflection questions; answer all questions in complete sentences without copying from the original. As an example task, students read a 500 to 1000-word prepared text on a controversial topic and answer questions focusing on comprehension, evaluation and critical reflection on the topic.*

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

GCO: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Specific Curriculum Outcomes

Students will be expected to:

7.2 formulate critical responses to prepared and selected authentic texts.

Elaborations - Strategies for Learning and Teaching

Student will have opportunities to revisit their critical review outlines (from outcome 7.1) and respond orally and in writing (100-200) word responses to intermediate-level texts provided.

Challenge students to:

- respond critically in writing and speaking to texts provided.
- practice activities (e.g. discussion questions, small group presentations, informal debates, review writing) requiring critical response.
- clearly express ideas and opinions at an intermediate level.
- write a 100 to 200-word response to a visual cue (e.g. simple cartoon, poster, advertisement) based on discussion questions provided.
- prepare and present a movie or book review.

GCO: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Tasks for Instruction and/or Assessment

Pen and Paper

- *Complete exercises and/or class tests to accomplish the following:* correctly answer most comprehension questions; correctly answer most evaluation questions; clearly express opinions on critical reflection questions; answer all questions in complete sentences without copying from the original. **As an example task**, students read a 500 to 1000-word prepared text on a controversial topic and answer questions focusing on comprehension, evaluation and critical reflection on the topic.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

*In selecting issues for discussion, choose topics carefully, showing sensitivity to students' personal backgrounds, experiences and cultures.

Newspapers, magazines, movies or novels

Cambridge Readers, Levels 3 & 4

GCO: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Specific Curriculum Outcomes

Students will be expected to:

7.3 use knowledge of English (e.g. intermediate grammar, vocabulary, punctuation) to comprehend, interpret and make inferences from a variety of prepared and selected authentic texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to use their knowledge of intermediate-level grammar, vocabulary and pronunciation) to comprehend, interpret, and make inferences from a variety of prepared (North Star 3, reading excerpts) and selected authentic (i.e. student exemplars letter texts).

Challenge students to:

- identify text organization (e.g. basic text types, thesis statements, topic sentences, introductory and concluding paragraphs) and have students identify these elements in sample texts.
- explicitly identify language elements (e.g. learned vocabulary, grammar structures and punctuation) in texts that they have read.

GCO: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete sentence interpretation exercises. Give students sentences at an intermediate-level of difficulty (e.g. compound sentences, sentences containing intermediate-level vocabulary, intermediate-level question forms) and have students identify statements which can be inferred from the sentence.

Test

- Provide students with a list of sentences and/or paragraphs containing intermediate-level grammar and both simple and compound sentence structure. From a list of options, have students select the ideas that are explicitly stated or can be inferred from the sentence/paragraph, underlining the part in which the idea is conveyed or implied. Evaluate according to number correct.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

Newspapers, magazines (local and relevant)

GCO: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.*

Specific Curriculum Outcomes

Students will be expected to:

- 8.1 use the process approach to writing focusing on prewriting, drafting and revising

Elaborations - Strategies for Learning and Teaching

Students will have many opportunities to review and practice the process of writing as they focus on prewriting (i.e. brainstorming, mapping, listing, freewriting and clustering) and writing several drafts of 200-400 word texts.

Challenge students to:

- identify prewriting techniques (e.g. brainstorming, mapping, listing, freewriting, clustering)
- practise prewriting.
- write several drafts of 200 to 400-word texts.
- identify and practice text organization, such as thesis statements, topic sentences, paragraph structure, essay structure, introductions, conclusions and basic discourse markers (e.g. chronological and logical sequence markers, basic transition words).
- write a variety of 200 to 400-word texts on familiar topics based either on texts read in class or personal experience, preparing three drafts of each.

GCO: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.*

Tasks for Instruction and/or Assessment

Performance and Presentaton

- Divide the class into groups of three and assign a single, familiar topic to each group. Each group member must use a different prewriting technique to develop a list of potential ideas on the topic. Then students must compare their results, determine the best ideas for an essay and present their ideas.

Pen and Paper

- Have students write a 200 word well-organized composition on a familiar subject which is related to the readings, listenings, and topics covered in class. In conference with the student, identify errors in content and organization which must be revised in a second draft. Evaluate this second draft, highlighting errors in language to be further revised in a third draft. Evaluate the final draft for content, language and quality of revisions.

*Teachers may use/develop rubrics with the following performance criteria:

- select and develop ideas appropriate to the topic;
- provide ample support from personal experience or texts covered in class;
- correctly organize the essay;
- use correct and comprehensible intermediate-level language (i.e. grammar, vocabulary, mechanics).
- present ideas in a comprehensible and logical manner;
- identify own errors in content and basic to low-intermediate language.
- independently correct errors based on teacher feedback.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

Writing from Within

* The wording “with some accuracy and fluency” is intended to be interpreted in a manner relevant to the EAL 701C student. In other words, students are not expected to speak with 100% accuracy and fluency as one would expect of a native speaker of English. Students may speak with hesitation and errors in grammar and vocabulary. Nevertheless they should not speak haltingly nor speak or write with significant errors in basic grammar and vocabulary.

GCO: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.*

Specific Curriculum Outcomes

Students will be expected to:

8.2 use language to express ideas with some clarity and accuracy

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students more practice using the intermediate-level language skills necessary for expressing ideas in writing with some clarity and accuracy (appropriate for the level). Students will also have opportunities to examine correct structures and grammar errors in their other pieces of writing in addition to their own.

Challenge students to:

- identify and practice the language skills necessary for short composition writing (e.g. grammar, vocabulary, basic transitional expressions, sequence markers, mechanics).
- practice peer and self-editing by using EAL writing exemplars.
- identify and correct the errors from a paragraph containing typical language errors.
- revise their own language errors, with assistance as necessary.
- correct peers' texts for language errors.

GCO: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Complete exercises and tests focusing on:**
 - error correction exercises based on student writing;
 - grammar in context.
 - spelling and punctuation.
 - vocabulary spelling and use.
 - form

Tests

- Have students complete a grammar test (e.g. multiple choice, sentence/text-completion exercises) focusing on elements of language (grammar, spelling, punctuation and vocabulary) studied in class.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

Writing from Within

The Short Composition

GCO: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.*

Specific Curriculum Outcomes

Students will be expected to:

- 9.1 use, with clarity and accuracy, language appropriate to informal and selected formal audiences.

Elaborations - Strategies for Learning and Teaching

Students are reintroduced to the concepts of formal and informal language as they listen to exchanges at different levels of formalities and then identify such levels in various situations (i.e. an informal tone and language used in an email to a friend; a formal tone and language used in a cover letter to a potential employer).

Challenge students to:

- hear samples of exchanges at different levels of formality and have students identify the level of formality of various situations.
- identify and practice basic indicators of tone and formality (e.g. use of modals and polite question forms, forms of address, conversation elements (opening/closing comments, requests for clarification)) and have students practice using these indicators to identify level of formality of an exchange.
- write texts for a range of audiences.

GCO: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.*

Tasks for Instruction and/or Assessment

Pen and Paper

- *Letter Writing Assignment:*
Students write two letters on the topic of studying at a high school in Canada/moving to a new country, etc.. One letter should be written to a friend who is interested in coming to join the student in Canada. The second should be a response to a “Dear Abby”- style letter from an unfamiliar student who has written to the school paper, where the response will also appear.

Exercises and Tests focusing on:

- clearly differentiating between the two letters in terms of tone;
- clearly differentiating between the two letters in terms of content;
- using appropriate intermediate-level grammar, vocabulary and punctuation.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

Writing from Within

* For further information on effective group work, see Resource Lines 9/10 (p. 29-302 and p. 151-154),

GCO: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.*

Specific Curriculum Outcomes

Students will be expected to:

9.2 demonstrate skills required for both independent and collaborative work (e.g. respect for others' ideas, ability to share, ability to work independently)

Elaborations - Strategies for Learning and Teaching

Challenge students to:

- show respect for others' ideas and to share their own work.
- practice tasks requiring brainstorming, ranking, comparing, and expressing opinions.
- identify and model appropriate behavior during group interaction.
- identify group roles.
- show how they met their responsibilities within their group roles (checklists-peer, self and teacher evaluations).
- identify and practice linguistic functions necessary for group work (e.g. expressing opinion, expressing agreement/disagreement, introducing new ideas, requesting clarification/further information)
- students complete grammar, reading or listening exercises independently and correct them by comparing answers with partners in a group (minimum four). Review only items about which there is disagreement.
- work in pairs to edit a partner's written work.
- write questions in a group to be used in an interview or survey.

GCO: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Cooperative Writing Assignment**

The entire class writes a “handbook” for international students preparing to attend high school in Canada. Divide the class into pairs or groups of three and assign each pair/group a different section of the handbook (e.g. climate, school system, food, meeting people, entertainment, safety, healthcare). Together the group must select content and write, revise, and edit their section. Students may use technology here as well and put in the school’s website.

Performance and Presentation

* Students work in pairs or small groups on a topic of interest (brainstorm for topics to be approved). They may do some research on this topic and then focus on the following criteria before presenting their project to the class:

- work effectively with (a) partner(s) by reaching consensus and dividing the workload fairly;
- work cooperatively and treat the partner(s) with respect;
- express agreement/disagreement in a logical and respectful manner;
- collaboratively select appropriate, accurate information for the section of the handbook they are writing;
- present the information in clear and accurate intermediate-level language.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

*For further information on effective group work, see Resource Lines 9/10 (p. 29-302 and p. 151-154).

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

10.1 use the process approach to writing, focusing on revising, editing and publishing

Elaborations - Strategies for Learning and Teaching

Students will have several opportunities to practice the process approach by writing several drafts of intermediate-level (200-250 word) texts. Students will focus on text organization such as chronological sequencing, as well as peer and self-evaluation. Students will also practice revising and editing their own and their peers texts, which can include story retells, summaries, descriptive, narrative, persuasive and expository paragraphs.

Challenge students to:

- identify characteristics of the process approach to writing.
- to write texts.
- practice paragraph organization.
- practice peer revision and peer and self-editing.
- evaluate a partner's text based on a checklist (a peer review checklist)
- write a variety of assignments with multiple drafts of each.

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on the following:
 - select and develop ideas appropriate to the topic;
 - provide ample support from personal experience or texts covered in class;
 - correctly organize the paragraphs;
 - use correct and comprehensible intermediate-level language (i.e. grammar, vocabulary, mechanics);
 - present ideas in a comprehensible and logical manner;
 - correct basic to low-intermediate language errors in the second draft;
 - independently correct errors based on teacher feedback.

Writing Assignment (10.1 and 10.2):

- Have students write a 200 to 400-word well organized short composition (see Notes) on a familiar subject which is related to the readings, listenings, and topics covered in class. In conference with the student, identify errors in content and organization which must be revised in a second draft. Evaluate this second draft, highlighting errors in language, including grammar, vocabulary and mechanics, to be further revised in a third draft. Evaluate the final draft for content, language and quality of revisions.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

From Writing to Composing

The Short Composition

Writing from Within

* At this point in the course, some 701C students will attempt to write essays. While the focus here is on writing well-organized paragraphs, students can be introduced to the proper format of an essay as they have already examined various essay genres.

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

10.2 use the mechanics of written basic language (e.g. punctuation, spelling) with some accuracy and consistency.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to practice the use of correct spelling and punctuation in writing. Students will review the rules of spelling (e.g. doubling final consonants, irregular plural forms, adding prefixes and suffixes) and punctuation (e.g. commas and quotation marks).

Challenge students to:

- review the rules of spelling (e.g. doubling final consonants, irregular plural forms, adding prefixes and suffixes) and punctuation (e.g. commas, quotation marks).
- focus on correct spelling and punctuation in writing.
- practice the use of correct spelling and punctuation both in isolation and in context.
- use monolingual English learners' dictionaries, independently and with assistance.
- focus on self-correcting errors in spelling and punctuation based on teacher feedback.

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Complete exercises** focusing on spelling of intermediate-level vocabulary (e.g. dictations, selecting correct forms, independent writing, self and peer error correction).

Writing Assignment (10.1 and 10.2):

- Have students write a 200 to 400-word well organized short composition on a familiar subject which is related to the readings, listenings, and topics covered in class. In conference with the student, identify errors in content and organization which must be revised in a second draft. Evaluate this second draft, highlighting errors in language, including grammar, vocabulary and mechanics, to be further revised in a third draft. Evaluate the final draft for content, language and quality of revisions.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

Dictionaries (EAL Kit and School-based)

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

10.3 use intermediate vocabulary appropriate to assigned academic tasks, with and/or without support

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to learn and practice new vocabulary, paying attention to new words in context as they appear. They will identify prefixes and suffixes, parts of speech; and synonyms and antonyms as they use intermediate-level vocabulary (see Grammar Reference Chart in the Appendices).

Challenge students to:

- learn and produce new vocabulary, drawing attention to new words in context as they occur.
- identify prefixes and suffixes and draw attention to errors as they occur.
- identify parts of speech and encourage students to be aware of the parts of speech of learned vocabulary.
- identify synonyms and antonyms of vocabulary.
- practice effective dictionary use (encourage students not to depend on dictionaries, especially bilingual dictionaries).
- use a dictionary to identify which of the definitions listed (from prepared sentences exemplifying three different definitions of a single word) is used in the sentence.
- read an intermediate-level text and identify 5 unfamiliar words. Using a dictionary, students write a definition of the word, identify its part of speech and use it in a sentence.
- choose a text to read individually and summarize for a small group. Students must select 3 unknown words from the text and teach the new words to the other members of the group/class.

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- *Sentence Completion Exercises:*
For the most part, word knowledge and use will be evaluated in the context of written texts. To assess vocabulary specifically, prepare sentence completion exercises based on new words. Students must select from a limited list the best word to complete the sentence. Evaluate according to the number of correct responses.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

- 10.4 use intermediate grammar and sentence structures appropriate to assigned academic tasks with and/or without support

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to practice writing texts (200-300 words), using their knowledge of intermediate-level grammar and showing their ability to self-correct. They will use intermediate-level grammar and sentence structures (compound and complex sentences for example) to produce intermediate-level texts.

Challenge students to:

- complete tasks which provide ample opportunities to produce texts of 200 to 300 words.
- review grammatical concepts, such as subject, object, parts of speech, and transitive/intransitive verbs.

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Complete exercises on the following:**
 - grammar practice activities, including text completion and error correction.
 - grammar activities in context.
 - activities which focus on form.

Test

- Generally, accurate use of intermediate grammar and sentence structure is evaluated in the context of writing texts. Knowledge of grammar, however, should also be tested using text-completion and error correction exercises (i.e. grammar tests). Evaluate according to the number of correct responses.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

The Short Composition

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

10.5 use technology effectively to serve their learning needs

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to use school computers to produce and edit intermediate-level texts to improve their language skills. Students will be re-introduced to the Internet and word processing programs designed to assist in the learning of English as an Additional Language.

Challenge students to:

- use school computers.
- examine websites which can enhance their learning.
- format paragraphs correctly on a computer.
- use a computer to correctly to format their writing.
- practice using the Internet to improve language skills (e.g. EAL web sites, grammar quizzes, CD ROM programs designed for EAL students) (TBA).

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Students format paragraphs on a computer, following basic formatting conventions. Evaluate students accordingly (e.g. spacing, indenting, capitalization, placement of title, margins, font).

Resources/Notes

North Star 3, Listening and Speaking, Intermediate, Research Topics section

North Star 3, Reading and Writing, Intermediate, Research Topics section

Websites and Web-based quizzes (TBA)

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

10.6 use a variety of reference materials for support

Elaborations - Strategies for Learning and Teaching

Challenge students to:

- use dictionaries and grammar texts to find information.
- find answers to their vocabulary and grammar questions independently or with assistance.
- use a dictionary to locate possible definitions of unfamiliar vocabulary and determine the most likely definition for a particular context.

GCO: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- **Exercises on** correctly locating most of the grammar explanations and using the grammar explanations to independently correct most errors.

For the most part, the use of reference materials will occur and be evaluated in the context of writing longer texts. To evaluate this skill specifically, identify 5 grammar mistakes in a student's work and have the student identify the chapter or page number in a grammar textbook or reference book on which the explanation for these grammar points appear. Using that information, have the students correct their own errors.

Resources/Notes

North Star 3, Listening and Speaking, Intermediate

North Star 3, Reading and Writing, Intermediate

Dictionaries (EAL Kit and School-based)

Appendices

Appendix A: EAL 701C Standards

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid Intermediate</u>
Listening/ Receptive	BICS	<ul style="list-style-type: none"> • learner has basic interpersonal communication skills (BICS) 	<ul style="list-style-type: none"> • learner has strong basic interpersonal communication skills (BICS).
	CALP	<ul style="list-style-type: none"> • learner has limited academic skills in listening and comprehending skills in English (CALP) • requires significant support understanding content/academic language 	<ul style="list-style-type: none"> • learner has limited academic skills in listening and comprehending skills in English (CALP) • requires support understanding content/academic language
	Content	<ul style="list-style-type: none"> • learner can understand key words and formulaic phrases and most short sentences in simple predictable conversations and when spoken slowly with frequent repetition • may begin to understand idioms with supplemental instruction 	<ul style="list-style-type: none"> • learner can understand simple concrete words, phrases and sentences, some with increasing complexity • begins to understand idioms and figurative language with supplemental instruction

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid-Intermediate</u>
Listening/ Receptive	Form	<ul style="list-style-type: none"> • can follow simple questions related to personal experience and an expanded range of common daily instructions, positive and negative commands and requests related to the immediate context • understands a variety of simple sentence structures • requires additional wait time when responding • has difficulty with common pace of English speakers 	<ul style="list-style-type: none"> • can follow simple and some complex questions and an expanded range of instructions, commands and requests related to the immediate context • begins to understand complex sentence structures with some support • requires some wait time when responding • has some difficulty with common pace of English speakers
	Use	<ul style="list-style-type: none"> • understands minimal teacher/student discussion • understands minimal social conversation with peers 	<ul style="list-style-type: none"> • understands some teacher/student discussion • understands most social conversation with peers

References : *WMLS-R Broad English Ability Levels; Canadian Language Benchmark Descriptors; ESL Standards, British Columbia Special Programs Branch.*

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid Intermediate</u>
Speaking/ Expressive		<ul style="list-style-type: none"> • has some interpersonal skills (BICS) • has limited academic skills in speaking English • learner can communicate with some difficulty basic needs in informal conversations(CALP • asks and responds to simple familiar questions, including WH questions, uses single words and short sentences • demonstrates some control of very basic grammar • uses basic time expressions; the correct past tense is used only with some common verbs • begins to use somewhat limited vocabulary • may begin to use content vocabulary with support • may begin to use common idioms • may use circumlocutions • sometimes uses incorrect words • evidence of some disconnected discourse (and, but) • pronunciation, grammar and word omission errors may often impede communication • may begin to self correct 	<ul style="list-style-type: none"> • has strong basic interpersonal skills (BICS) • has some academic skills in speaking English • learner can communicate basic needs in informal conversations • asks and responds to simple, familiar questions, including WH questions, uses short phrases and sentences • demonstrates control of basic grammar • uses basic time expressions; the correct past tense is used • uses basic time expressions; the correct past tense is used • used limited vocabulary • uses content vocabulary with support • uses some common idioms • uses some circumlocutions; uses some incorrect words • some disconnected discourse is evident • pronunciation, grammar and word omission errors sometimes impede communication • begins to self-correct

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid Intermediate</u>
Secondary Reading/ Receptive	Literacy L1	<ul style="list-style-type: none"> • learner has some literacy skills in a language other than English 	<ul style="list-style-type: none"> • learner has some literacy skills in a language other than English
	BICS	<ul style="list-style-type: none"> • learner has basic interpersonal communication skills (BICS) 	<ul style="list-style-type: none"> • learner has strong basic interpersonal communication skills (BICS)
	CALP	<ul style="list-style-type: none"> • has very limited academic skills in reading and comprehending English 	<ul style="list-style-type: none"> • learner has limited academic skills in listening and comprehending skills in English (CALP)
	Strategies *print convention	<ul style="list-style-type: none"> • begins to read lower-level texts from left to right, top to bottom 	<ul style="list-style-type: none"> • reads lower-level texts from left to right, top to bottom
	*letter and word recognition	<ul style="list-style-type: none"> • can recognize the English alphabet and familiar words and phrases 	<ul style="list-style-type: none"> • can recognize the English alphabet and familiar words and phrases
	*phonemes	<ul style="list-style-type: none"> • can recognize a number of common sounds 	<ul style="list-style-type: none"> • can recognize a number of common sounds

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid-Intermediate</u>
Reading/ Expressive	*word skills	<ul style="list-style-type: none"> • decode simple words, phrases in lower level texts 	<ul style="list-style-type: none"> • decodes words and phrases in lower level texts
	*comprehension strategies	<ul style="list-style-type: none"> • has basic strategies to aid comprehension 	<ul style="list-style-type: none"> • has basic strategies to aid comprehension
	*predict and confirm meaning	<ul style="list-style-type: none"> • retells parts of a simple narrative perviously read <ul style="list-style-type: none"> *predicts the topic of a story based on visuals *is aware of the topic of a story and its genre 	<ul style="list-style-type: none"> • continues to use context clues to gain meaning
	Comprehension	<ul style="list-style-type: none"> • reads text/simple narrative and retells the main idea <ul style="list-style-type: none"> *is able to predict the outcome of a simple nature *begins to understand simple content based materials where background information has been provided *begins to understand explicit ideas but may not notice or understand implied information *begins to demonstrate understanding of some story elements (plot, character, setting, etc. with the use of graphic organizers) 	<ul style="list-style-type: none"> *reads text/simple and intermediate level narrative and retells the main idea and some details <ul style="list-style-type: none"> *predicts the outcome *understands simple content based on materials where background information has been provided *understands explicit ideas and begins to understand implied information *begins to understand some story elements (plot, character, setting, etc. with the use of graphic organizers)
	*retelling	<ul style="list-style-type: none"> *requires support to predict and interpret 	<ul style="list-style-type: none"> *begins to predict and interpret often with support
	*predicting & drawing inferences	<ul style="list-style-type: none"> *conveys opinions or emotional responses to creative material read, viewed, or heard 	<ul style="list-style-type: none"> *conveys opinions or emotional responses to creative material read, viewed, or heard
	*main ideas and details	<ul style="list-style-type: none"> *answers literal questions 	<ul style="list-style-type: none"> *answers literal questions
	*knowledge of genres	<ul style="list-style-type: none"> *connects personal experience with a read story 	<ul style="list-style-type: none"> *connects personal experience with a read story
	Responses and Analysis		
	*connecting to other information (prior knowledge and other selections)		

References : *WMLS-R Broad English Ability Levels; Canadian Language Benchmark Descriptors; ESL Standards, British Columbia Special Programs Branch.*

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid Intermediate</u>
Secondary Writing/ Expressive	Literacy L1	<ul style="list-style-type: none"> • learner has literacy skills in a language other than English 	<ul style="list-style-type: none"> • learner has literacy skills in a language other than English
	BICS	<ul style="list-style-type: none"> • learner has interpersonal communication skills (BICS) in a language other than English and has limited academic skills in writing 	<ul style="list-style-type: none"> • learner has strong basic interpersonal communication skills (BICS) in a language other than English and has limited academic skills in writing
	<p>Meaning</p> <ul style="list-style-type: none"> *developing ideas *communicating information (sense of message, purpose, audience) *use of detail *use of sources <p>Style</p> <ul style="list-style-type: none"> *variety, impact, and clarity of language 	<ul style="list-style-type: none"> *attempts to express ideas on a range of topics *the meaning is not always clear in first reading *the central idea is apparent, but limited vocabulary may result in topic hopping or awkward phrasing *incomplete elaboration and connection to the topic appear as digressions *may begin to display awareness of audience *begins to make connections between background knowledge, experience, and new information to generate personal and content area text, with instructional support *writes simple sentences *ideas may be disjointed, affecting clarity *composition are conversational in tone *has a limited variety of topics 	<ul style="list-style-type: none"> *expresses ideas on a range of topics *the meaning is often clear after a couple of readings *the central idea is apparent, but limited vocabulary may result in topic hopping or awkward phrasing *incomplete elaboration and connection to the topic appear as digressions *begins to display awareness of audience *makes connections between background knowledge, experience, and new information to generate personal and content-area text, with instructional support *writes simple sentences and phrases begins to write complex sentences and phrases *composition are usually conversational in tone; begins to compose more formally

	<u>Aspect</u>	<u>Low-Intermediate</u>	<u>Mid-Intermediate</u>
Secondary Writing/ Expressive	<p>Form</p> <ul style="list-style-type: none"> *connecting and transition words *sequence and organization *introductions and conclusions *paragraphs text features and graphics *awareness of genres 	<ul style="list-style-type: none"> *uses conjunctions (and, or, but) *sometimes attempts use of subordination (because, so, but) *requires instructional support with sequencing, transitions, and unity *uses a graphic organizer or model to write coherent paragraphs 	<ul style="list-style-type: none"> *uses conjunctions (and, or, but) *use of subordination (because, so, but) *requires some instructional support with sequencing, transitions, and unity *uses a graphic organizer or model to write coherent paragraphs
	<p>Conventions</p> <ul style="list-style-type: none"> *capitals *punctuation *spelling *word choice (diction) *grammar *sentence structure (syntax) 	<ul style="list-style-type: none"> *uses capitalization, punctuation, and spelling more consistently *usually recognizes sentence boundaries and demonstrates some control of sentence structure *makes incorrect word choices *makes grammatical and mechanical errors that sometimes diminish or obscure meaning *may omit words or word endings such as -s or -ed *may include run-ons and fragments *may omit prepositions, articles and plurals 	<ul style="list-style-type: none"> *uses capitalization, punctuation, and spelling more consistently *often recognizes sentence boundaries and demonstrates some control of sentence structure *makes some incorrect word choices *makes some grammatical and mechanical errors that sometimes diminish or obscure meaning *may omit some words or word endings such as -s or -ed *may include some run-ons and fragments *may omit prepositions, articles and plurals

References : *WMLS-R Broad English Ability Levels; Canadian Language Benchmark Descriptors; ESL Standards, British Columbia Special Programs Branch.*

Appendix B: Language Reference Chart - ESL Level 3

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be embedded in context rather than taught in isolation. Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	<ul style="list-style-type: none"> • Collective nouns (e.g., team, crowd, group, family, police, audience) + verb agreement
Pronouns	<ul style="list-style-type: none"> • Indefinite (e.g., some, no, any, every + body/thing) • Relative who/that/which/whose: defining relatives clause (e.g., The girl who sits beside you is pretty. That's the man whose daughter sits beside you.)
Verbs	<ul style="list-style-type: none"> • Simple past with low frequency irregular verbs (e.g. sweep/ swept, rise/rose, light/lit, shine/shone) • Present Perfect (e.g., He has just arrived.) • Past Perfect (e.g., They had studied English before they arrived in Canada.) • used to (e.g., They used to eat in the cafeteria.) • Modals: should/could/would (e.g. I should leave before it rains. We could do that tomorrow.) • Simple Passive (e.g., The book was found in the desk yesterday. I was born in China.) • Simple use of infinitives: would like, ask/tell (e.g., I would like to go to the concert. The teacher asked me to study hard.) • Simple use of gerunds: go + ing, verbs of like/dislike; gerund as subject (e.g., They are going skating. She hates cooking/ We love skiing. Writing in English is hard.) • know, think, hope, believe, feel + that (e.g., I think that you are right.) • Conditional (Type 1/probable - e.g., If it rains, we will stay home.)
Adjectives	<ul style="list-style-type: none"> • Irregular comparative/superlative (e.g., better/best, worse/ worst, more/most) • er/more + than (e.g., bigger than, more interesting than) • est/most + (in/of) (e.g., oldest of the group, most expensive in the store) • Comparative + as...as (My plans are as important as hers.) • Adjective phrases (e.g., The man in the red hat lives close to me.) • other/another/each

Adverbs	<ul style="list-style-type: none"> • Verb + two adverbs (e.g. They drove very slowly through the storm.) • Adjective + ly (e.g., happily, truly, extremely, beautifully) • somewhere/nowhere/anywhere/everywhere
Transition Words and Phrases	<ul style="list-style-type: none"> • Conjunctions: before, after, when, then, while both...and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first
Question Forms	<ul style="list-style-type: none"> • Information questions + some variety of tenses (e.g., When can I leave? How have you been?) • Negative Yes/No questions (e.g., Don't you live here?) • Simple tag questions (e.g., It's hot today, isn't it?)
Negation	<ul style="list-style-type: none"> • Negation + some variety of tenses (e.g., He hasn't finished. She shouldn't go.)
Prepositions	<ul style="list-style-type: none"> • With (simple figurative) phrases verbs (e.g., give up, look after, bring up, get along, clear up, go through, hand around, hold on, point out, put down, etc.)
Sentences	<ul style="list-style-type: none"> • Some variety of compound sentences: • Main clause + one subordinate clause (e.g., When I got near the school I saw the lots of people.) • Direct speech + correct punctuation (e.g., Juan said, "I'm last so I have to take the bus."/"I'm late so I have to take the bus," said Juan.) • Indirect speech + present tense (e.g., They said you go to the movies every week.) • Indirect speech + say/tell/ask + some variety of tenses (e.g., They said he wanted you to call.)
II. Conventions of Print	
Punctuation	<ul style="list-style-type: none"> • Colon before a list (e.g., Bring the following items: pen, pencil, and paper.) • Parentheses (e.g., for additional information)

Appendix B: Language Reference Chart - ESL Level 4

This chart shows the structures students are expected to learn through work done in all four strands. These structures should be embedded in context rather than taught in isolation. Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	<ul style="list-style-type: none"> • Abstract nouns (e.g., advice, information, beauty, knowledge, philosophy, democracy) + a/an/no article (e.g., He had a good knowledge of math. He had knowledge about many things.)
Pronouns	<ul style="list-style-type: none"> • Indefinite (e.g., some, any, every + one) • one/ones • who/which/that/whose + Relative clause (non-defining relative clause, e.g., She gave me this photo, which she had taken in Mexico. The students, who wanted to play soccer, were disappointed when it rained.)
Verbs	<ul style="list-style-type: none"> • Present Perfect Progressive (e.g., What have you been doing?) • Present Perfect (e.g., He has just arrived.) • Passive: Present Progressive (e.g., The game is being played today.) • Passive: Present Perfect (e.g., It has been eaten.) • Passive: Future (e.g. It will be finished.) • Dual use of some nouns/verbs: produce, report, present • Gerunds/infinitives (e.g., Bullying is unacceptable. To know him is to love him.) • Modals: need/may/might • Conditionals: Type 2/unlikely (e.g., If I had a million dollars, I would buy a large house.) • Consistent use of verb tenses (e.g., maintain the same verb tense in a sentence or paragraph)
Adjectives	<ul style="list-style-type: none"> • Noun + 3 adjectives (e.g., She wore a large blue checkered scarf.) • The + adjective (e.g., The larger leather bag is mine.) • Gerund as adjective/or compound noun (e.g., running water, walking stick, diving board) • both/all/enough + of • either/neither

Adverbs	<ul style="list-style-type: none"> • With ing/ed participles (e.g. She was staring lovingly at the child. They excitedly cheered for their team.) • Of possibility (e.g., probably, possibly, definitely) • Of opinion (e.g., obviously, clearly)
Transition Words and Phrases	<ul style="list-style-type: none"> • Conjunctions: yet, although, since, because of • Not only...but also (e.g., Not only is she taking ESL, DO, but she is also taking physics.) • as...as, as soon as, as well as, nearly as, just as not quite as, wherear • moreover/in short/as a result/even though/now that/for instance/ due to/by contract/possibly/that is/in addition/for this reason
Question Forms	<ul style="list-style-type: none"> • Negative forms of information questions (e.g., What doesn't she like?)
Negation	<ul style="list-style-type: none"> • With conjunction unless (e.g., Don't call me unless you need help. Unless you have a permit, you can't drive.)
Prepositions	<ul style="list-style-type: none"> • With a variety of phrasal verbs (e.g., be away, be back, be for, be over, be up; ask about, ask for, ask someone in, ask someone out etc.) • despite/throughout/until/according to
Sentences	<ul style="list-style-type: none"> • Complex sentences with two subordinate clauses (e.g., The ball bounced off the tree and hit Sunita, who has stepped into the park.) • Complex sentences with relative clauses (e.g., I have no time for television because I play sports. She reads books which are about environmental issues.) • Indirect speech with wh questions and if (e.g., I asked him what he was doing. We said we would go to the movies if we could get a ride.) • Adjective/noun clauses + (that) (e.g., The car that was speeding caused an accident. The sweater (that) I bought was too small.) • Indirect speech + a variety of tenses • Self-correct common sentence errors (run-on, fragments)
II. Conventions of Print	
Punctuation	<ul style="list-style-type: none"> • hyphen • colon, semi-colon • apostrophe • quotation marks • parentheses • ellipses

Reference: Language Reference Charts ESL Levels 3 & 4, English as a Second Language & English Literacy Development, Ministry of Education, The Ontario Curriculum, 2007.

Appendix C: Listening and Speaking

Listening Activities

Non linguistic response/short response

This type of activity is good for helping students to focus on the listening itself because they are not distracted by the need to take down words. Examples of this type of activity might include the following scenarios:

- students hear a description or a conversation and have to decide from the selection offered, which picture is the right one;
- two or three sets of pictures are presented to the students who then listen to a story, and try to decide which set of pictures represents the story;
- students listen and put a given a set of pictures in sequence;
- students listen and follow a route on a road plan or a map or mark the direction of the flow of blood in the body on a diagram;
- students listen and complete a grid to record bus or plane arrivals/departures;
- students listen and fill in details on a graph;
- students listen and label diagrams and pictures.

Listening Re-tells

These activities use the same principle as the Reading Re-Tells. Students:

- listen to a challenging passage;
- complete a comprehension task through interaction with students who listened to the same passage;
- present new information to people who did not listen to the same passage;
- listen actively making brief notes;
- practise the functions of asking for clarification and additional information;
- reconstruct some or all of the information received during the activity.

Speaking Activities

A wide variety of activities can be used to practise speaking in the EAL classroom, including role play, group discussions, drama, debates, consensus activities, surveys, monologues, dialogues, conversations, interviews and projects. Four of these are outlined below.

Role Playing

Role playing usually involves giving students a situation and related character roles to act out. This activity permits practice of dialogues in a non-threatening context that mimics real life. Before the students arrive, choose or develop a role-play scenario (conversation between parents and children or two friends over a controversial issue). Preteach any necessary grammar and vocabulary. Divide the class into pairs and give each pair a roleplay card. Give each pair/group time to read their card and prepare for their role play. Then all pairs improvise their dialogues simultaneously, with no audience. Volunteers can be asked to perform their role plays for the class.

Group Discussions

Group discussions are especially effective because they require the participation of all students in an open-ended discussion. Divide the class into groups (minimum three per group). Assign each group a topic and give students time to write five open-ended or opinion questions related to the topic. Give students 10 - 15 minutes to discuss their topic in their group, with each person responsible for leading the discussion on his or her five questions. The discussion leader must ensure that everyone asks and answers all questions. When the time is up, have students pass their topic card to the group on their right and repeat the procedure.

Monologue Activities

A monologue activity is an activity in which the student speaks on his or her own for a sustained period, without interacting with others. These include informal speeches, presentations, storytelling, etc. The advantage of monologues is that they demand extended, albeit perhaps slightly unnatural, discourse on the part of the student. One example of a monologue is the two minute "speech". Prepare a list of topics (ex: my hero, my fondest memory, my favourite sport, my best vacation, etc.) and have each student select a topic on which he or she must present a two minute, semi-impromptu talk. Give the student time to prepare what he or she wants to say and locate any specific vocabulary and language required. Randomly select students to present to the class.

(ESL 2205 Curriculum Guide, NL)

Appendix D: Reading and Writing

READING Activities

Communicative Reading

In a communicative approach to reading, students are first given a reason to read. An example might be the following scenario: You must plan a tour for some exchange students coming to Charlottetown, PEI during Easter weekend. They would like the tour on Tuesday or Wednesday between 9 A.M. and 5 P.M. They wish to visit places of historical interest and would like to go as one group. Read the texts describing a number of tours. Make a list of suitable tours and write a letter to the tour operators to obtain more information. In this activity, the information gathered from the reading becomes input for a writing activity.

Information Gap/ Jig Saw

In an activity based upon this procedure, information required for the completion of the target task is distributed in two or three different versions of a text. These texts are then made available to subgroups within the class such that each group will obtain only some of the information required for the target task. Students read their text and exchange information so that information gaps are filled and the target task is completed. For example, two versions of a short mystery story might be distributed. Version 1 contains clues not available in Version 2 and vice versa. Students must read their text and exchange information to solve the mystery.

Reading Re-tells

After an appropriate pre-activity, the class is divided into two groups A and B, each group having one of a set of related texts. Students read their text in class (or outside the class for more complex texts). Then, within their groups, students work in pairs or triads to complete one of several comprehension tasks set according to the level of the students or the difficulty of the text. The questions should be of sufficient difficulty that students are required to pool the information they get from the reading and discuss possible answers with other members of the group. The teacher prepared worksheets help students focus on important information. After completing their comprehension tasks, students are asked to regroup in pairs. Each pair comprises one student from the original group A and one from B. The partners take turns explaining the information in their texts, using the worksheets they have completed as an organizational framework and as an aid to memory. The listener is expected to ask for clarification and additional information and to note down the main points of the partner's presentation on a worksheet. Because the students have been working in pairs and groups on different texts, there is a need for a final step to synthesize the information. One way to accomplish this is to have a short wrap up class discussion. Students could be given copies of all texts, with or without worksheets to read in class or at home. Thus, within the retell activity, the student has:

- read a challenging passage;
- completed a comprehension task through interaction with students who have the same text;
- presented new information to people who did not have the same text;
- listened actively making brief notes;
- practised the functions of asking for clarification and additional information;
- reconstructed some or all of the information received during the activity.

(ESL 2205 CURRICULUM GUIDE, NL)

Writing Activities

1) Composing

This type of activity is concerned with the pre-writing and drafting stages during which writers get their ideas together, make rough plans or formulate mental outlines, and develop a sense of direction as they begin to draft their writing. The following are some examples of the activities used in the pre-writing stage:

- gathering information
- pyramid planning
- making mind maps
- using a diagram of ideas
- brainstorming
- using questionnaires
- interviewing people
- conducting a survey
- observing and making notes

2) Communicating

Skilled writers are sensitive to their audience. Less skilled writers produce what can be called ‘writer based’ rather than ‘reader based’ prose; that is, writing which focuses on the topic at the expense of the reader, and as a result is ambiguous and presents ideas less clearly.

The tasks described below focus on the need to develop a strong sense of audience. They demonstrate ways in which the teacher can create contexts for classroom writing and provide a range of readers.

Giving Directions

Divide students into pairs. Ask one student to locate a place on a street map which is his or her real or imagined home. Ask each partner to write a letter to the other sending a party invitation which includes directions to his/her home. The address should be given without the street or number. The directions should begin with reference to a landmark which is clearly marked on the map, for example, “Get off the bus at Bannerman Park”. Then ask each student to give the letter to his or her partner to trace the directions on the map and name the destination.

Jigsaw Story Writing

The use of picture stories to stimulate narrative writing in ESL is well established. This task uses a picture story and the principle of information gap to create task dependency. Each student has only one picture from a sequence, and students are required to pool their knowledge in order to piece the story together. Place students in pairs/triads. Give each pair/triad one of the pictures. Working together within the group, students write paragraphs describing events in their picture. In order to ensure coherence, suggest that everyone work in the past tense. When the paragraphs are completed and agreed upon, each student writes down his/her own copy. Collect the pictures. Then reorganize the class into groups of five, each student having a description of one picture in the story. Ask students to assemble the parts to produce a logical story with appropriate cohesive devices, tense sequences etc. A final stage could be reading the completed versions aloud to compare and assess them. There is an element of task dependency here, as the task cannot be completed without clear directions. It is particularly useful for students who have newly arrived in the area.

Asking and Giving Advice

A popular activity in ESL, writing letters to 'Dear Abby', can be modified into pair or group work in order to provide an audience, as well as a sequence of activities which work on the task dependency principle. A preparatory stage is needed for the teacher and class to discuss the concept of the advice column. Authentic examples from newspapers should be used as a reading activity to introduce the topic and provide models for the language. Ask each student, pair or group to think of a problem and formulate a letter to Dear Abby. When students have completed their letters, they exchange them with another student, pair or group whose task it is to prepare possible answers and write a reply in the role of Abby.

Writing Letters of Invitation

It is common in ESL classrooms to ask students to fill in a diary as a basis for language practice in giving, accepting and declining invitations. Ask students to fill in the blank pages of their diaries with a predetermined number of appointments, real or imagined. The teacher should ensure that students have a sufficient number of appointments so that two students may well have simultaneous engagements. Students should not see each other's diaries so that an information gap is created. Ask students to work in pairs. All students should write a letter to their partner inviting them to do something the following week. The letters can then be exchanged and students refer to their diaries to see whether or not they are able to accept the invitation. Students write a reply, accepting or declining the invitation. If they cannot accept, they should suggest an alternative arrangement.

Matching Descriptions to Pictures

Teachers need pictures of people cut from magazines/books. The pictures should be chosen for clarity, a degree of distinctiveness in the characters and should ideally show more than just the face or head, that is, some indication of clothing would be useful. Take one of the pictures for preparatory work with the whole class. Display it to students and elicit adjectives, descriptive phrases, and sentences for describing the person shown. Use the language collected in this way to write a description with the students, asking them to suggest a logical organization and the structure of sentences. Alternatively, display a prepared description as a model. Give each of the students one of the pictures, asking them to keep it concealed from the others. They should then write a similar description.

Collect the pictures and completed descriptions. Display all the pictures on the wall and number them. Shuffle the descriptions and give them out to students, ensuring that every student has someone else's text. Students then try to match the descriptions with the pictures.

Writing to Real People

Teachers will need an assortment of newspapers and magazines. Take an interesting advertisement or small ad and discuss its language and content. Elicit from the class what needs to go into a letter of inquiry. Show a prepared letter of enquiry as a model and point out important aspects of layout, appropriate endings etc. Give students time to browse through a newspaper to find an advertisement of interest. (This part of the activity becomes a useful skim reading session). When students have selected an advertisement, monitor them as each one writes a letter. Many students want to actually send their letters. It is particularly motivating for students to discover that they can write a letter in English and receive information of personal interest as a result. The letters and brochures they receive are in themselves useful authentic reading materials and may give rise to further correspondence. The above mentioned tasks are merely examples of the multitude of tasks which can be completed in the communicating stage of the writing process. Successful authoring implies having a sense of purpose and a sense of audience. However, it should not preclude attention to another aspect of writing, that of crafting. This is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an overall structure. The crafting process allows the students to focus on:

-
- form: e.g. letters, technical reports, memos etc. All have different forms which may have to be learned.
 - discourse organization: Classroom writing tasks can make explicit reference to different types of discourse organization
 - cohesive devices: Activities which focus on reference, conjunction, substitution, ellipses and lexical relationships show students how these devices signal the relationship between ideas.
 - choice of vocabulary: The selection of appropriate words to communicate precise meanings, to create an effect or to develop a theme is very important. Work on vocabulary building is essential in the writing process. Students will be expected to write texts from all of the following categories: personal writing, study writing, creative writing, public writing, social writing and institutional writing.

3) Crafting

The crafting process allows the students to focus on:

- form: e.g. letters, technical reports, memos etc. All have different forms which may have to be learned.
- discourse organization: Classroom writing tasks can make explicit reference to different types of discourse organization
- cohesive devices: Activities which focus on reference, conjunction, substitution, ellipses and lexical relationships show students how these devices signal the relationship between ideas.
- choice of vocabulary: The selection of appropriate words to communicate precise meanings, to create an effect or to develop a theme is very important. Work on vocabulary building is essential in the writing process.

Students will be expected to write texts from all of the following categories: personal writing, study writing, creative writing, public writing, social writing and institutional writing.

(ESL 2205 CURRICULUM GUIDE, NL)

Appendix E: Assessment

Scaffolding Assessments by Language Proficiency Level

Proficiency Level Scaffolding Approaches	Beginning	Intermediate	Advanced
1. Tap prior knowledge/personal experience (e.g., prereading, prewriting strategies).	✓	✓	✓
2. Read items aloud to student.	✓		
3. Use manipulatives.	✓	✓	✓
4. Allow an oral, pictorial, or physical response (e.g., gestures, illustrations).	✓	✓	
5. Add meaningful visuals, graphic organizers to task or question.	✓	✓	✓
6. Label parts or functions.	✓	✓	✓
7. Select from several options (e.g., word bank).	✓	✓	✓
8. Complete, given a list, exmples, or sentence stem.	✓	✓	✓
9. Complete an outline, T-list, or semantic map.		✓	✓
10. Make a list of attributes.	✓	✓	✓
11. Provide vocabulary lists or glossary.	✓	✓	✓
12. Simplify language (reduce sentence length, use present tense only, enlarge font size).	✓	✓	✓
13. Simplify format (reduce number of items, remove distracting graphics, cut into smaller chunks or task).	✓	✓	
14. Use cooperative learning/collaborative tasks.	✓	✓	✓
15. Modelling by teacher.	✓	✓	
16. Show model performances.	✓	✓	✓
17. Use music, drama, role-play, puppets.	✓	✓	✓
18. Ask for evidence to support response.		✓	✓
19. Use native language.	✓		
20. Use taped directions.	✓	✓	

Figure 8.9 Scaffolding Assessments

Source: Adapted from L. Valdez Pierce, *Assessing English Language Learners* (Washington, DC: National Education Association, 2003).

Student Name _____

Date _____

Analytic Scoring Rubric for Oral Language - Grades 6 - 12, Intermediate English Proficiency

Domain Rating	Comprehensibility	Comprehension	Fluency	Vocabulary	Grammar and Syntax
4	Speaks comprehensibly, with some pronunciation errors that do not interfere with meaning.	Shows total comprehension with appropriate responses.	Speaks at length and without hesitation.	Uses a variety of precise vocabulary	Makes grammar or syntax errors that do not interfere with meaning.
3	Speaks with some breaks in meaning due to pronunciation errors.	Shows consistent comprehension, asks for clarification or repetition.	Speaks with some hesitations or only briefly.	Uses repetitive vocabulary or has problems with word choice.	Makes some grammar or syntax errors that interfere with meaning.
2	Speaks with many breaks in meaning due to pronunciation errors.	Shows some comprehension, asks for repetition and/or makes inappropriate responses.	Speaks with many hesitations.	Uses high frequency vocabulary.	Makes numerous grammar or syntax errors that interfere with meaning.
1	Speaks and is incomprehensible most of the time due to pronunciation errors.	Shows little comprehension through many inappropriate responses or no response.	Speaks only a few words.	Uses limited or high frequency vocabulary.	Makes grammar and syntax errors that severely limit meaning.

Figure 8.1 **Sample Oral Scoring Rubric**

Source: Adapted from material from Erin Chubb, ESOL Teacher and Rubric developed jointly by Lorraine Valdez Pierce and Fairfax County ESOL Assessment Team, Spring 2004.

Appendix F: Self-Assessment of Communication Strategies in Oral Language

Name _____	Date _____		
Circle the answer that shows how often you do the following things.			
When I have problems talking in English, I:			
1. use my native language.	Never	Sometimes	Often
2. ask for help.	Never	Sometimes	Often
3. use gestures or facial expressions.	Never	Sometimes	Often
4. avoid communication totally or partially.	Never	Sometimes	Often
5. use a synonym or a description.	Never	Sometimes	Often
6. make up new words.	Never	Sometimes	Often
7. simplify what I want to say.	Never	Sometimes	Often

Adapted from a form developed by ESL teacher s. Copley (1994).

Self-Assessment of Speaking Ability

Name _____	Date _____
<p>Part 1: Place an X on each line to show how much you agree or disagree</p> <p>This week I used English to talk with _____</p> <p>1. I think that I was successful. Disagree ----- Agree</p> <p>2. The person I spoke to understood me. Disagree ----- Agree</p> <p>3. I felt comfortable speaking with another person in English. Disagree ----- Agree</p> <p>4. I understood everything that this person said to me. Disagree ----- Agree</p> <p>5. I could do this again with no problem. Disagree ----- Agree</p> <p>Part 2: Complete the sentences below.</p> <p>6. When someone doesn't understand me, I _____</p> <p>7. When I don't understand someone, I _____</p> <p>8. Now I know _____</p>	

Adapted from a form developed by ESL teacher M. Crossman (1994).

Peer Feedback Form: Explaining a Process

Speaker's Name _____	Date _____		
Your Name _____			
Part 1: Circle the word Yes, Some, or No to tell how you feel about the speaker's report.			
1. Understood what the speaker was talking about.	Yes	Some	No
2. The speaker described how everything worked.	Yes	Some	No
3. The speaker explained in steps I could follow.	Yes	Some	No
4. I think I could do this myself now.	Yes	Some	No
5. The directions were clear.	Yes	Some	No
Part 2: Complete the following sentences.			
6. I liked when the speaker _____	_____		

7. The speaker was good at _____	_____		

8. Maybe the speaker could _____	_____		

Adapted by ESL teacher M. Crossman from Hill and Ruptic (1994).

Self-Assessment of Participation in Groups

Name _____		Date _____		
How often did you do the following things in you group today? Put a check ✓ in the box that best describes your response and add comments.				
Task	Rarely	Sometimes	Often	Comments
1. I listened to others in my group.				
2. I summarized what others ssaid.				
3. I asked for information.				
4. I gave information.				
5. I gave an opinion.				
6. I agreed or disagreed.				
7. I asked for clarification.				

Adapted from a form developed by ESL teacher M. Crossman (1994) and Nourse, Wilson, and Andrien (1994).

Story Retelling Checklist

Name _____		Date _____		
Title _____		Author _____		
Quarter:	1st	2nd	3rd	4th
Text Difficulty:	Highly predictability	Moderate predictability	Advanced	
Response:	Drawing/pictures	Oral response	Written response	
Performance Tasks	Initiates	Reponds to Prompt	Comments	
Names main characters				
Describes setting				
Starts retelling at the beginning				
Identifies problem or issues				
Reports events in chronological order				
Describes resolution				

Adapted from a format developed by ESL teacher K. Harrison (1994), Fairfax County Pubic Schools, and based on National Education Association (1993).

Literature Response Scoring Rubric

Outstanding	<ul style="list-style-type: none"> • Describes most story elements (characters, setting, beginning, middle, and end of story) through oral and written language or drawings • Responds personally to the story • Provides an accurate and detailed description of the story • Develops criteria for evaluating the story
Good	<ul style="list-style-type: none"> • Describes most story elements through oral or written language or drawings • Responds personally to the story • Provides an accurate description of the story with some details • Analyzes something about the story (plot, setting, character, illustrations)
Satisfactory	<ul style="list-style-type: none"> • Describes some story elements through oral or written language or drawings • Makes a limited personal response to the story • Provides an accurate description of the story • Explains why he or she likes or does not like the story
Needs Improvement	<ul style="list-style-type: none"> • Describes few story elements through oral or written language or drawings • Makes no response or a limited personal response to the story • Provides a less than accurate description of the story • States that he or she likes or does not like the story

Adapted from rubrics developed by elementary ESL teacher J. Eury (1994), Fairfax County Public Schools, and Lamme and Hysmith (1991).

Literature Response Scoring Rubric

Name _____

Date _____

Book/Story _____

1. How much did you participate in today's discussion group? (Circle one.)

alot about the right amount too little

2. What did you do well in group discussion? (Check what is true to you.)

I finished the reading assignment andn came prepared to discuss it.

I wrote in my journal.

I listened to others.

I responded to others.

3. What was an important idea expressed by someone in your group?
(Name the person and describe what he or she said.)

Adapted from Hill and Ruptic (1994) and Rhodes (1993).

Literature Discussion Group: Teacher Observation Checklist

Book/Story Discussed _____ Author(s) _____						
Theme/Focus _____ Date _____						
Names of Students:						
Preparation						
Brought book and other materials						
Read the assigned pages						
Noted excerpts to share						
Participation						
Contributed to discussion						
Used higher-level thinking skills						
Used text to support comments						
Elicited responses from others						
Listened to alternative points of view						
Inferred relationships not stated in text						
Referred to story elements (plot, characters, conflict, theme)						

Adapted from Hill and Ruptic (1994).

Literature Discussion Group: Teacher Observation Checklist

Student _____ Date _____			
Story/Text _____ Grade/Teacher _____			
Place a check <input checked="" type="checkbox"/> or write examples in the spaces.			
Reading Strategy	Frequently	Sometimes	Rarely
1. Uses prior knowledge			
2. Self-corrects words and sentences			
3. Rereads			
4. Makes predictions			
5. Forms opinions			
6. Paraphrases			
7. Summarizes			
8. Adds ideas			
9. Other:			

Adapted from Glazer and Brown (1993)

Reading Skills/Strategies Checklist (for Emerging Readers)

Student _____ Date _____				
Skill/Strategy	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Pre-Reader				
1. Tracks left/right, up/down				
2. Distinguishes upper/lower case				
3. Associates sound/symbol				
4. Begins to sound out words				
5. Can locate words in text				
6. Can read a few words				
Developing				
7. Begins to self-correct				
8. Begins using reading strategies				
9. Locates details in simple text				
10. Reads short, predictable text				
Reader				
11. Uses several reading strategies				
12. Identifies main idea				
13. Recognizes logical order				
14. Recognizes cause/effect				
15. Reads short, simple texts				
Expanding				
16. Draws inferences				
17. Predicts outcomes				
18. Draws conclusions				
19. Recognizes paraphrasing				
20. Chooses to read				
21. Reads chapter books				

Adapted from a checklist developed by middle ESL teacher D. O'Neill (1994), Fairfax County Public Schools, Virginia.

Appendix G: Glossary of Terms

Academic Language: The “complex network of language cognitive skills and knowledge required across all content areas for eventual successful academic performance at secondary and university levels of instruction” (Collier and Thomas, 1989 p. 127). This term was initially coined by Jim Cummins as “cognitive academic language proficiency” or CALP. This content- reduced or de-contextualized language represents a dimension of language proficiency that extends into increasingly cognitively demanding uses of language, with fewer contextualized clues to meaning.

Acculturation: A process in which an individual or group incorporates one or more cultural traits of another group, resulting in a blend of cultural patterns. Cultural change and accommodation through acculturation do not necessarily mean loss of the original cultural identity.

Adaptation (cultural): A means or path to acculturation in which the individual learns a new culture while retaining the best of his or her primary culture. This process is referred to the assimilation method of acculturation in which the individual is prompted to relinquish his or her primary culture (and often language) as he or she learns another.

Adaptation (educational): A means or path to accommodate the needs, interests and abilities of an individual student with exceptionalities by changing the learning resources, instruction (learning environment, scheduling, facilities, instructional techniques), and/or assessment. Adaptations retain curriculum outcomes and expectations while addressing the specific learning needs of the student. Full credit is granted to students using adaptations but the adaptations must be documented on the student’s file and transcript. The adaptations’ form should be signed by the student, parent and teacher.

Active Learning: An instructional approach to teaching and learning that understands education as a dynamic process. AL strategies engage students in activities involving the application of content area “real-life” situations. AL classroom foster a learning environment where students develop their own knowledge structures through dialogue, reading and writing, and reflecting and acting upon engaging and relevant material.

Alternative Assessment: Any type of assessment for finding out what students know or can do that is not a traditional multiple-choice or standardized test.

Assessment Bias: Bias that occurs when the cultural background of diverse students in not considered.

Assimilation: A process in which an individual or group completely takes on the traits of another culture, leaving behind the ancestral culture.

Attitudinal Bias: Bias resulting from differences in attitudes toward a particular language or dialect.

Authentic Assessment: assessments that are linked both to the instruction delivered in the classroom and to real world activities.

Benchmarks: models or examples of student work used to demonstrate various levels on a scoring rubric.

Bias: Threatens the validity of an assessment by factors irrelevant to what the test intends to measure, such as by favoring one group (cultural, racial, language or gender) over another, or ignoring variations in the language proficiency or cultural background of students being assessed, especially when compared to a norming group.

BICS: Basic Interpersonal Communication Skills

The skills involved in everyday communication-listening, speaking, carrying on basic conversation, understanding speakers, and getting one's basic needs met.

Biculturalism: The capacity to negotiate effectively within two different cultural systems. Being bicultural does not necessarily mean, however, giving equal time to both cultures in terms of behavior.

CALP: Cognitive Academic Language Proficiency

The skills that are needed to succeed in the academic classroom, which include problem solving, inferring, analyzing, synthesizing, and predicting. They go beyond the BICS, demanding much greater competence in the language.

Cognate: A word in one language, the form and definition of which resemble a word in a different language (e.g. animal [English] and animales [Spanish]).

Common Underlying Proficiency Interdependence: The theory, supported by research, that academic skills, literacy development, concept formation, subject knowledge, and learning strategies all transfer from the first to the second language as the vocabulary and communicative patterns are developed in L2 to express that academic knowledge.

Context-reduced Language: language that has few visual and/or aural cues to help the learner understand. This is demanding language because the learner's ability to understand the spoken or written message depends solely on his proficiency in the language. Examples of context-reduced language situations are lectures without demonstrations or visual aids ; math word problems without illustrations; textbooks without charts, diagrams or photos.

Context-embedded Language: Language that is most easily understood is embedded in a context that is rich in cues such as concrete games, gestures, facial expressions, art, music, phys. ed., face to face conversations, games, hands on activities (as with science), math computation problems, and TPR.

Cultural Bias: bias in favour of the cultural majority group and against minority groups.

Cultural Deficit Theory: A theory that implies that academic underachievement among minority students is due to socioculturally, economically, linguistically "impoverished" environments, i.e due to innate pathologies located within the students themselves, their families, or their communities.

Culture: A deep, multilayered, somewhat cohesive interplay of languages, values, beliefs, and behaviors that pervades every person's life, and that is continually undergoing modifications. Culture is not an isolated aspect of life that can be used mechanistically to explain phenomena in an multicultural classroom or that can be learned as a series of facts.

Declarative Knowledge: Knowledge of facts (names, dates, characteristics)typical of that measured on standardized tests.

Differentiated Scoring: Assigning separate scores for language and content on content area work samples.

Discourse: A communication of oral and written language that occurs within a context in ways that directly influence the manner in which the individual constructs and expresses his or her thoughts and ideas.

English as an additional language (EAL): a program of instruction for students for whom English is an additional language that enables students to acquire both interpersonal communication skills and academic proficiency in spoken and written English. The EAL learner could be either at the preliterate, beginner, intermediate, or advanced level of English language proficiency in the areas of reading, writing, speaking and listening.

English as a second language (ESL): a program of instruction for students whose first language is not English that enables students to acquire both interpersonal communication skills and academic proficiency in spoken and written English. The ESL learner could be either at the preliterate, beginner, intermediate, or advanced level of English language proficiency in the areas of reading, writing, speaking and listening.

English language learner (ELL): a term favoured over limited English proficiency for it conveys that the student is in the process of learning English without having the connotation that the student is in the same way 'defective' until full English proficiency is attained. Like the term Limited English Proficiency (LEP), however, the ELL designation is still somewhat problematic in that it focuses on the need to learn English without acknowledging the value of the child's proficiency in L1. This term does not differentiate between native and non-native speakers learning English. The term is superficially less offensive, but it is also less precise. It conveys single-minded focus on learning English that tends to restrict discussion about the student's pedagogical needs.

Ethnocentrism: the belief in the superiority of one's own ethnic group.

Exemplars: models or examples of different levels of student work, for instance a piece of writing where a student has written a paragraph that contains a topic sentence, sentences providing supporting details, and a concluding sentence.

Globalization: Global education is an educational approach that involves learning about the problems and issues cut across national boundaries, and about the interconnectedness of systems-ecological, racial, cultural, economic, political, and technological. Global educators open-mindedness and the ability to find the threats that interconnect the myriad range of human affairs and their subsequent effects. The world, as a global community, is interdependent. The task of the global educator and students is to forge a dialogue through which cause-effect interconnections are uncovered, analyzed, and understood.

Immersion: an approach originally developed in Canada to help English-speaking children achieve proficiency in the French language. Bilingualism in two high status languages was the intended outcome, with children becoming bilingual and bicultural without a loss of academic achievement.

Input: the language the student hears and encounters on a daily basis. This includes directed input in the form of language lessons and ordinary conversation.

LEA-Language Experience Approach: a method of promoting reading in which the teacher begins with the experiences the teacher begins with the experiences the student brings to class (or experience together), and then develops oral and written activities around these experiences. The teacher uses the students' own words to write stories, which are then used in a variety of ways.

Linguistics: the science of languages.

L1: refers to the first language or language one that a student has been exposed to and in most cases has learned.

L2: refers to the second language or language two that a student has been exposed to or learned, and when compared to the term ESL, is referring to English as the second language.

Miscue Analysis: a miscue is defined as the difference between the oral response of a reader and the actual words printed on the page. Miscue-analysis, developed by Kenneth and Yetta Goodman, is a method of evaluating reading comprehension using a detailed analysis of the types of errors made when reading aloud. Particular strategies are then used to help the reader correct his comprehension errors.

Multicultural education: multicultural education is an idea or concept, an educational reform movement, and a process that forms the basis for teaching and learning based on democratic values and beliefs. It seeks to affirm cultural pluralism within culturally diverse societies and an interdependent world. It incorporates the ideas of democratic challenges and opportunities for school achievement regardless of race, ethnic background, gender, or socioeconomic status.

Multiculturalism: the dynamic and examples coexistence of multiple cultures in a society or country.

Output: the language the student speaks/produces on a daily basis. This includes directed output in the form of language lessons and ordinary conversation.

Paralinguistics: the study of behaviors that contribute to linguistic communication, such as body movements and voice pitch, duration, tone, and loudness.

Phoneme: the smallest unit of sound that conveys a distinction in meaning during speech production. For instance, the s in song is a phoneme.

Phonology: the study of sounds in speech, including their distribution and pronunciation.

Performance-based Assessment: this is defined as a test or investigation that requires students to demonstrate mastery of content or skills by performing a task or creating a product, rather than on a more traditional criterion-referenced assessment instrument.

Reciprocal reading comprehension strategy instruction: this is an intervention that teaches students skills in making predictions about the reading, asking clarification questions, generating questions about the reading, and summarizing what they have read, strategies shown to improve the reading comprehension of students with reading challenges and English language limitations.

Scaffolding: reducing the linguistic demand of instructional and assessment materials by using supporting aids and activities so that students can show what they know.

Scoring rubrics: these are guides that can help teachers focus on matching student performance to the established criteria rather than on comparing students to each other. They can also help teachers evaluate each student's work using the same standards rather than having higher expectations for some students and lower expectations for others.

Semantics: the study of linguistic meaning.

Silent Period: a natural stage of beginning L2 acquisition observed in some additional language learners, in which these learners mostly listen to the new language without producing it.

Social Language: First conceptualized by Jim Cummins as “basic interpersonal communicative skills” (BICS) or context-embedded, conversational, or contextualized language, this is a dimension of language proficiency in which meaning is negotiated through a wide-range of contextual clues. Given access to L2 speakers and social setting that encourage natural interaction, L2 speakers may acquire social language in two or three years.

SSR-Sustained Silent Reading- a period of time in the school day that is devoted solely to silent reading. Students read books of their own choosing. No book reports or record-keeping is required, nor are comprehension questions asked. SSR helps students develop a love of reading and increases fluency in the language.

Stereotype: A conventional, formulaic, and oversimplified conception, opinion, or image. (From the American Heritage Dictionary of the English Language.

Syntax: the manner in which words and other structural elements of language are arranged to construct the sentences of a language.

Target Language: the language around which words and other structural elements of language are arranged to construct the sentences of a language.

Teachers to Speakers of Other Languages (TESOL): an international and professional education association. Its mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting the individuals language rights. In English-speaking countries, ESL teachers work with immigrants and refugees at all levels of the education system-in primary, secondary, and higher education. According to the TESOL organization, ESL should be part of a larger bilingual program that also involves instruction in the student's L1 (for detailed information log on to www.tesol.org).

Threshold Hypothesis: the theory that academic and cognitive difficulties will occur for l2 learners if a certain academic and literacy threshold in their L1 is not first achieved.

TPR- Total Physical Response: Introduced by James Asher, this method uses physical actions to develop language skills in additional-language learners. Students are asked to respond physically to commands or directions, often in a game-like situation.

Word Bank: a collection of words that are related to a particular topic and that can serve as choices to be used to complete an activity.

Appendix H: Glossary of Teaching Strategies

Anticipation Guides - series of statements to which students respond (usually with agree/disagree) prior to reading

Brainstorming - free flow of ideas to generate a list, web, or free-write related to the topic of the reading

Identifying Main Ideas and Supporting Details - facts or concepts communicated about the main idea that add clarification and enhance what is communicated

Identifying a Purpose for Reading - knowing the goal set by the student or teacher or the text for the reading experience

Jigsaw - co-operative learning strategy where a home group of four to six students is given specific information on a topic, and after reading the information, students meet in expert groups to discuss and learn specific information; the experts then return to their home groups to inform them about the specific information they learned in their expert groups

KWL (Know * Want * Learned) - instructional tool used most often with informational text and involving three steps - KWL - what I know, what I want to know, and what I have learned; used before, during, and after reading

Paired Reading - pairs of students alternate with roles as reader and coach; the reader reads the first paragraph or section aloud, and the coach summarizes the main idea and supporting details, asking the reader to help clarify where needed

Predicting - making educated, informed, and reasonable guesses based on evidence in the text and the reader's understanding of the text and/or the topic about "What happens next?" or about "What information will be presented next?"

Reciprocal Teaching - instructional strategy in the form of an interactive dialogue regarding segments of text, involving four strategies: predicting, questioning, clarifying, and summarizing

Skimming - reading technique of quickly moving the eyes over the text to find the main idea

SQ3R - (Survey/Question/Read/Recite/Review) - reading strategy whereby students are able to learn from text by understanding it and developing a mental framework into which facts can then be fitted

Summarizing - condensing the main idea(s) in a text, perhaps a paragraph to a single sentence, using one's own words

Think -Aloud - instructional approach in which readers verbalize their thoughts aloud as they read either fiction or non-fiction text

Think - Pair - Share - collaborative method where a teacher or student poses a thought - provoking question related to reading/learning, time is given to consider individual responses, then each student works with one other student to reach a response; pairs share responses with the class

Visualizing - seeing a text come to life in the mind of the reader, which allows the reader an imaginative opportunity to interact with a text

Vocabulary Study - instructional process to examine new and often “specialized” words within a reading selection

Word Study - examining the structure of an unfamiliar word to enable the reader to read (decode) it

Appendix I: Cultural Awareness/Sensitivity

Developing an awareness of another culture begins with the understanding of what culture is. As the definition states in the glossary of terms, culture can be defined as:

A deep, multilayered, somewhat cohesive interplay of languages, values, beliefs, and behaviors that pervades every person's life, and that is continually undergoing modifications. Culture is not an isolated aspect of life that can be used mechanistically to explain phenomena in a multicultural classroom or that can be learned as a series of facts.

When students enter a culture that is different from their own, they are exposed to new sights, sounds, ideas, people and feelings. Much time is spent experiencing their new world. At first this is exciting as they pass through the first stage of assimilation. However, reality of their new surroundings and loss of their own culture can often bring on feelings of depression and anxiety. Students need a great deal of support at this time. Please see page 16 "Valuing Social and Cultural Diversity" as well as the resources below.

Resources:

Mary Myers, Teaching to Diversity (in schools' EAL kits)

Websites:

<http://www.culturaldiversity.com.au/Default.aspx?tabid=81>

http://www.pbs.org/kcts/preciouschildren/diversity/read_activities.html

<http://www.kwintessential.co.uk/articles/interesting-facts-information-cultures.php>

<http://www.kwintessential.co.uk/resources/culture-tests.html>

<http://www.au.af.mil/au/aul/mwrt002/aware.html>

<http://www.getcustoms.com/2004GTC/quiz.html>

Appendix J: Introduction to the Main Resource Text

Introduction

North Star's approach to language teaching is based on the idea that language skills are not taught in isolation. Language is more authentic and natural for students when the skills are integrated. Such integration also allows for a wider variety of activities to stimulate and sustain motivation and offers more opportunities for practicing key vocabulary, grammatical structures and ideas. The integration of these skills also promotes retention for students since they have more ways and chances to assimilate information and language.

The main resource texts used for this course are, *Listening and Speaking: Basic; Listening and Speaking: Intermediate; Reading and Writing: Basic; and Reading and Writing: Intermediate*. The units in each of the texts are on the same topics and the strategies for teaching and learning and the tasks for instruction and/ or assessment are explicitly ties to the curricular outcomes for each course. The following is a more detailed description of the integrated skills approach in the four strands.

Listening/Speaking

This text provides *structured opportunities for students to practice listening to many different types of discourse.*

- *Speaking (interacting, sharing, checking comprehension with peers) helps students become skilled listeners.*
- *To practice listening comprehension requires constant checking of comprehension through exercises that support students' understanding. Testing comprehension also involves memory in addition to comprehension.*
- *Listening skills are taught implicitly throughout each unit. The comprehension exercises are designed to give practice in such listening skills as predicting, identifying the main idea and details, getting the gist, guessing meaning from context, summarizing, making inferences (from tone of voice and intonations as well as words and note-taking.*
- *Speaking skills are taught implicitly through the listenings, which are used as models of functional language or conversational style. In the Style section, speaking skills are taught explicitly through analysis, explanation, and guided practice.*
- *Listening and speaking skills are cultivated in every section of every unit, including vocabulary, comprehension, and grammar.*
- *In the Fieldwork section, the listening/speaking integration becomes even more important as students are asked to conduct research through surveys, in-person and telephone interviews, and other activities as role plays, case studies, debates, radio announcements, and presentations.*

Grammar

Students learn grammatical structures when they experience them in context. The grammatical points presented in *North Star* are those that appear in the listening and reading texts or those that are useful for discussing and writing about the topics. The units in *North Star* follow a carefully sequenced grammatical syllabus and the points have been selected to match the proficiency level of the students (See *Teacher's Manual* and see *Grammar Reference Chart*, Appendix B). Teachers may choose to use additional resources for extra grammar exercises for students (See *Teacher Resources*).

Vocabulary

Vocabulary is taught both directly and indirectly and is reinforced in both texts (Listening/Speaking and Reading/Writing). The words and phrases are embedded in the context of the material and through the exercises students study the vocabulary, namely its meaning, usage, word forms, and pronunciation (See *Teacher's Manual*).

Achievement Tests

The achievement tests are one of the *pen and paper* assessment tools. These tests are one tool to be used in conjunction with others (See *Assessment Tools*). The achievement tests allow teachers to evaluate students' progress and identify challenges in various language strands. There are unit tests after each unit and End-of-Book Tests after the entire text (See *Teacher's Manual*).

Units

Design: The teaching of speaking begins at the start of each unit (often with the first prediction exercise), continues throughout the unit (with categorizing and ranking activities, interviewing, games, pronunciation practice, comparing answers and discussing differences and sharing opinions), continues through the Style section (with explicit functional skills and structured practice), and culminates in the *Speaking Topics* section, where students use their speaking skills in such creative activities as role plays, case studies, debates, radio announcements and presentations.

Topics

Each unit is designed around a particular topic or theme. The complimentary text, *Reading and Writing*, also follows the same topic. The first topic lends itself to many introductory, welcoming activities for students to assist in their transition to a new school, language, culture and country. It also offers them a safe place in which they are invited to share their culture and reaffirm their own identity which is not left at the door when they arrive. Each unit also offers many adaptations to themes as well. For example, if a teacher did not want to focus on the genre of Rap Music, in Unit 2, he or she could adapt this to Canadian music and music from other cultures. The objectives, design and curricular outcomes can still be met through the exercises on vocabulary, grammar, style, etc. The listening passages and identification of details and main ideas would be adapted as the genre of music has been changed.

Units:

- 1- A World of Friends, A World of Peace
- 2-Do You Like Rap Music?
- 3-Diamonds are Forever
- 4-Memories: Lost and Found
- 5- Thinking Young: Creativity in Business
- 6-From Sadness to Strength
- 7-Driving You Crazy
- 8-Only child
- 9-The Quiz Show

Links to the Curriculum Outcomes

As teachers realize in any subject area of instruction, there is no perfect text that will directly meet every specific curriculum outcome. A teacher often chooses his/her favorite resources in addition to what the curriculum suggests they use for a particular course. We know from the research on language learning that students progress when they are motivated to learn and speak, the topics are of interest, and when their cognitive, prior learning and knowledge experiences are activated and stimulated. As a result more opportunities to reaffirm their own identities are created. In addition, the language skills are integrated with the usage of the two texts, one in listening and speaking, and one in reading and writing; therefore, skills and strategies are repeated, reinforced and retained.

Each curriculum outcomes is directly linked to an activity or exercise in *North Star* (see Resources/Notes) in the fourth column. Specific curriculum outcomes are also reinforced as they can be practiced in multiple units. For example, the first outcomes deals with students demonstrating their understanding of the overall meaning or (gist) of a particular reading passage by

looking at a visual or reading a title. Each unit of North Star begins with a photo which represents the overall content of the unit and is focused on getting students to think about the visual, make predictions and discuss their responses with their classmates. There are tasks for instruction and assessment included in each unit and in the achievement tests accompanying the text as well. Students are given several opportunities to practice the outcome until they can demonstrate their achievement.

Students are also practicing several listening and speaking strategies within each unit which helps them lay a foundation for progressing in their reception and production in and out of the classroom. The units provide students with interesting topics, which will motivate them to speak, and there are several opportunities as well to tap into prior learning experiences students have had in their own cultures which will also enhance their learning.

Teachers may supplement this text with additional resources for teaching and practicing grammar and vocabulary skills as well (see Resources), but while keeping in mind that students will learn and retain such skills in the context of a topic rather than in isolation. Since it is important that students have several opportunities to practice their speaking skills at this level, and that improvement in the aspects of pronunciation (rhythm, stress, and intonation) can enhance their improvement on listening comprehension and clarity of speech, the text *Clear Speech* is also available to students as a supplementary resource.

Sequencing of Units

The units are designed to be completed sequentially, especially since the grammar skills and vocabulary build on the previous units and move from low-mid intermediate level to a higher beginner level throughout the course.

Appendix K: Introduction to the Supplementary, Secondary Resource Text

Clear Speech, Judy B. Gilbert

This text is an intermediate supplementary text to be used with the primary text, *North Star*. It is an intermediate-level text that concentrates on rhythm, stress, and intonation to improve these aspects of pronunciation as well as listening comprehension and clarity of speech. Individual speech sounds are covered as well.

- For information on additional resources in this course, please see the appendices.