



Education, Early Learning and Culture

# Prince Edward Island English as an Additional Language Curriculum

High Intermediate/Advanced  
Listening, Speaking,  
Reading and  
Writing

DRAFT

**EAL 701D**

# CURRICULUM

**EAL 701D:  
High Intermediate/Advanced  
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) 701D 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 701D.
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 701D 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 701D curriculum is based on the Foundation for the *Atlantic Canada English Language Arts Curriculum (1999)* and adapted from the *Newfoundland ESL 3205 Course* and its curriculum. The EAL 701D 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 701D 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 701D are based on the specific outcomes from the *ESL 3205 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 701D 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 701D 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).

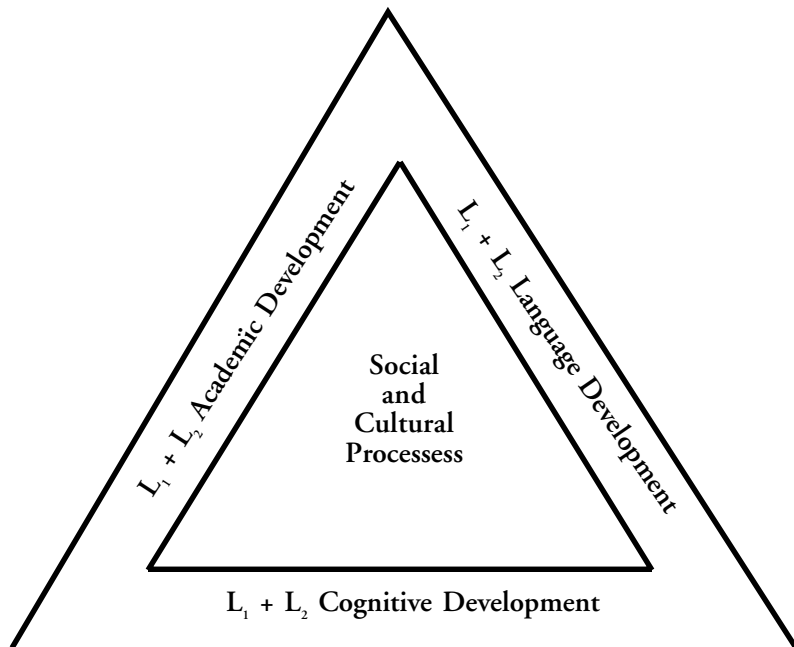
\* Please note the rate of production of these stages is affected by literacy in one’s first language (see *Literacy and EAL*).

### 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:

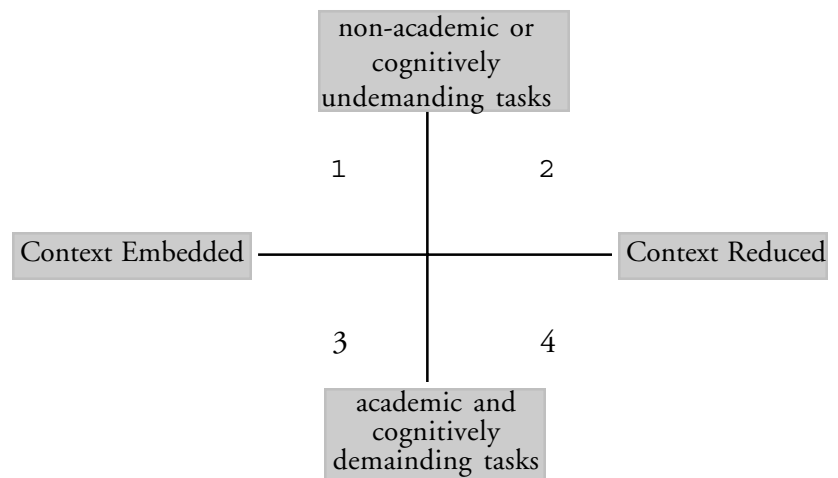
*BICS to CALP: Cummins' (1982) Framework for the development of language proficiency*

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

# 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 701D Learner

The EAL 701D learner has usually received two or more years of intensive instruction in English as an additional language either in Canada or in his/her country of origin. He or she has mastered the basic and intermediate rules of English grammar, and uses basic and intermediate vocabulary (see EAL 701D Provincial Standards in the Appendices for additional information).

## Listening and Speaking

In terms of listening, EAL 701D student is able to comprehend everyday oral language with ease, but may have difficulty with extended, formal or academic contexts. In terms of speaking, the EAL 701D student can express his/her basic needs and opinions with ease in informal situations. Everyday conversation provides few challenges; however, the student may have difficulty expressing him/herself in classroom settings and formal contexts, especially in extended discourse. His/her pronunciation is understandable to others.

## Reading and Writing

The EAL 701D student is able to read authentic texts, but will have difficulty fully comprehending extended academic or formal language (textbooks, fiction). He or she is able to express him/herself in writing using intermediate-level vocabulary, but there will be errors in organization and text structure. He or she normally does not use advanced grammar (see Grammar Structure Chart in the Appendices) consistently, and his/her writing shows evidence of errors in word choice and usage as well as unfamiliarity with high-intermediate to advanced vocabulary (see EAL 701D Provincial Standards in the Appendices).

## 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 701D 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 701D.

### 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 701D 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 701D 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 3205 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 3205 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 3205 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 3205 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.

## High Intermediate/Advanced Grammar

In the context of EAL 701D, grammatical structures commonly referred to as “high intermediate” to “advanced” include: the compound tenses (present/past/future perfect and perfect progressive); transition words and logical connectors (co-relative conjunctions, subordinating conjunctions, sentence connectors); problems in subject-verb agreement (nonintervention principle, with correlative conjunctions, exceptions to basic agreement rules); specific or exceptional uses of articles (specific vs generic uses, abstract generic vs concrete generic,); relative clauses (restrictive vs nonrestrictive); adverb clauses (temporal, causal, reduction); subjunctive; use of infinitives and gerunds following verbs; fronted negatives requiring subject/verb inversion; conditionals (all types in range of tenses); range of passives (stative; complex; passives in range of tenses); quoted/reported speech (See *Grammar Chart* in the Appendices).

High intermediate to advanced vocabulary refers to academic style vocabulary normally used in academic texts or formal oral contexts, including abstract, figurative, technical and specialized language.

## **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 701D 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.

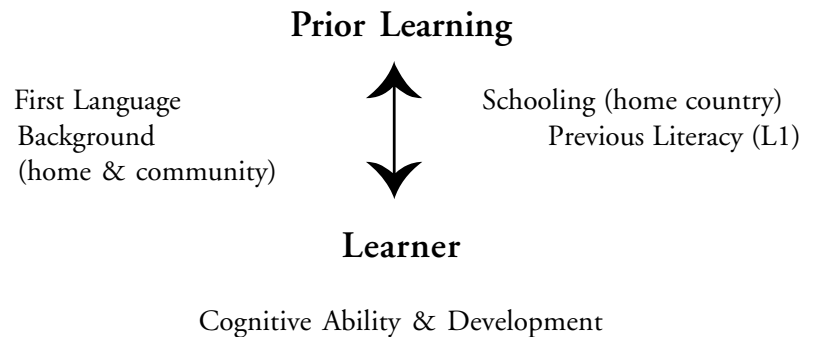


# Curriculum Overview

## 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 701D Overview

EAL 701D is a high intermediate to advanced-level language course intended to:

- provide support to students in the continued development of their English language skills for academic and personal success.
- consolidate and extend the language skills taught in EAL 701C.
- provide language instruction for students who need language support to succeed in all subject areas.
- provide learning strategies and study skills to assist students in all curriculum areas.

EAL 701D is a four-skills course in listening, speaking, reading and writing designed to encourage students to become independent users of English. It maintains a balance between accuracy and fluency.

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

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

- read flexibly and critically
- read for a variety of purposes
- read unfamiliar, authentic texts at an appropriate speed
- read for pleasure
- write for a variety of purposes and audiences
- write with an acceptable degree of fluency and accuracy
- use appropriate technologies to access information

### **High Intermediate to Advanced-Level Grammar**

In the context of EAL 701D, grammatical structures commonly referred to as “high intermediate” to “advanced” include: the compound tenses (present/past/future perfect and perfect progressive); transition words and logical connectors (co-relative conjunctions, subordinating conjunctions, sentence connectors); problems in subject-verb agreement (nonintervention principle, with correlative conjunctions, exceptions to basic agreement rules); specific or exceptional uses of articles (specific vs generic uses, abstract generic vs concrete generic,); relative clauses (restrictive vs nonrestrictive); adverb clauses (temporal, causal, reduction); subjunctive; use of infinitives and gerunds following verbs; fronted negatives requiring subject/verb inversion; conditionals (all types in range of tenses); range of passives (stative; complex; passives in range of tenses); quoted/reported speech (See *Grammar Chart* in the Appendices).

High intermediate to advanced vocabulary refers to academic style vocabulary normally used in academic texts or formal oral contexts, including abstract, figurative, technical and specialized language.

# 701D Curriculum Outcomes

## General Curriculum Outcomes

The general curriculum outcomes for EAL 701D 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 701D are based on the specific curriculum outcomes from *Newfoundland ESL 3205 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"> <li>• specific curriculum outcome(s)</li> <li>• describe what students are expected to know, be able to do, and value</li> </ul>	<ul style="list-style-type: none"> <li>• elaborations of outcomes, including teacher background information</li> <li>• specific strategies for learning and teaching; these are found as indentations with bullets</li> <li>• can be used in various combinations to help students achieve an outcome or outcomes</li> <li>• not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience</li> </ul>	<ul style="list-style-type: none"> <li>• description of each suggested student activity or assessment task, organized into the following categories: Performance, Pencil and Paper, Presentation, Interview, Portfolio, and Journal</li> </ul>	<ul style="list-style-type: none"> <li>• reference to additional resources, including specific links to the provincial resources, cross-curricular links, supplementary resources, and web links</li> <li>• teachers may wish to record their own notes in this space</li> </ul>

## Sensitive Topics

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

# Overview of 701D Curriculum Outcomes

## Specific Curriculum Outcomes

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

- 1.1 listen to authentic texts for general meaning
- 1.2 listen to authentic texts for specific information
- 1.3 listen to make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate ideas
- 1.4 express their own ideas, learnings, perceptions and feelings in formal and informal discussion and presentation
- 1.5 ask questions to acquire, interpret, analyze and evaluate ideas and information

**GCO 2 - Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

- 2.1 listen to make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate responses
- 2.2 present information and ideas clearly, logically, concisely and accurately for a variety of audiences
- 2.3 summarize, interpret and evaluate information for effective presentation in 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 purpose and message
- 3.2 identify the degree of formality of a given communication situation, its intended audience and purpose
- 3.3 use appropriate communicative techniques

**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 various types of text
- 4.2 locate and select authentic texts appropriate to their learning needs, range of special interests and task at hand
- 4.3 read extended authentic texts for comprehension, including making inferences and drawing conclusions
- 4.4 independently, use strategies to aid comprehension (prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context
- 4.5 skim for the main idea in a passage
- 4.6 scan to locate specific information
- 4.7 differentiate between main and supporting ideas

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

- 5.1 research specific information from a variety of sources
- 5.2 select relevant information from resources
- 5.3 summarize, analyze and synthesize the chosen information
- 5.4 effectively use a variety of reference materials (dictionary, thesaurus, grammar texts) without undue reliance on them

## 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 authentic texts
- 6.2 identify significant characteristics of a variety of texts and genres (i.e. style of text, purpose, audience)
- 6.3 formulate and express ideas and opinions clearly and effectively

**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 reflect on information and ideas from a variety of texts
- 7.2 identify significant characteristics of a variety of texts and genres (i.e. style of text, purpose, audience)
- 7.3 formulate effective critical responses to texts
- 7.4 use knowledge of English (sentence grammar, vocabulary, cohesive devices, discourse, grammar) to comprehend, interpret and make inferences from a variety of 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 learnings, 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 clearly and correctly

**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 clear and accurate language and style appropriate to a particular audience (i.e. formal and informal)
- 9.2 demonstrate skills required for both independent and collaborative work (i.e. respect for others' ideas, ability to share, ability to work independently)
- 9.3 produce texts in a variety of forms

**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 here on revising and editing
- 10.2 identify characteristics of good writing
- 10.3 use the mechanics of written language (i.e. punctuation, spelling) accurately and consistently
- 10.4 use vocabulary appropriate to assigned academic tasks with and/or without support
- 10.5 use clear and accurate grammar and sentence structure appropriate to assigned academic tasks with and/or without support
- 10.6 use technology effectively to serve their communication purposes
- 10.7 use a variety of reference materials for support.

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**GCO**

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

## Outcomes

*Students will be expected to:*

- 1.1 listen to authentic texts for general meaning.

## Elaborations - Strategies for Learning and Teaching

The intent of outcome 1.1 is to have students show they understand the general meaning of an authentic text by answering content questions, taking notes and writing an outline covering the main ideas as examples. Students may also listen to a recorded academic lecture or attend a lecture in a class of their choice (with the approval of their teachers), and then prepare an outline of the lecture, correctly identifying its main ideas.

*Challenge students to:*

- view video documentaries, take notes and answer general content questions.
- listen to audio recordings of a radio documentary and write an outline capturing the main ideas of the documentary.
- identify only main ideas mentioned from a list containing both main ideas and details covered in the recording, as well as ideas not mentioned in the recording.

*Invite students to:*

- listen to an academic lecture, live or previously recorded, and then answer questions, showing their understanding of the general meaning.
- create presentations for an audience (your peers) where you present your opinion on a controversial topic.
- listen to peer presentations, and then prepare a summary of the main ideas.



**GCO:** *Students will be expected to listen and speak 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 recorded authentic academic lecture on a controversial subject and prepare an outline of the lecture, correctly identifying main ideas and details and relationships between the two.
- Complete a self-evaluation, using a rubric showing that you are able to:
  - listen to extended discourse (approximately 20 minutes)
  - understand authentic language of a formal nature
  - identify main ideas and details
  - use language clues to identify the structure of a lecture (e.g. changes in topic, introduction of new ideas)
  - comprehend academic vocabulary or define meaning of unfamiliar vocabulary from context
  - write complete notes following an outline format
  - understand normal rates of speech

### *Observation and Presentation*

- Create a presentation where you attempt to convince the audience of your position on a controversial topic, using several details to support your main point.
- Observe and listen to peer presentations and prepare a summary of the main idea of each presentation.

## Resources/Notes

North Star 4, Listening and Speaking (High Intermediate) Units 1-10 have listening exercises, on listening for main ideas, after each of two listening excerpts, which are radio or TV reports, broadcasts, or interviews. The theme in Unit 1 is “Media”. Students can critically evaluate television or radio news’ programs and present their results to the class (See “Expressing Opinions”, page 7 and “Information Overload”, page 218).

Clear Speech (as required)

Pronunciation Plus (as required)

Radio News’ Reports (i.e. CBC’s Compass)

Speeches/lectures from guest speakers, other teachers, peers

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

## Outcomes

*Students will be expected to:*

1.2 listen to authentic texts for specific information.

## Elaborations - Strategies for Learning and Teaching

Outcome 1.2 follows 1.1 as students are asked to demonstrate their ability to identify specific information from an authentic listening passage (i.e a video documentary, news reports, speeches and lectures). Students will prepare an outline of the specific information they hear after listening to authentic text, correctly identifying specific details.

*Challenge students to:*

- watch a video documentary or news report (or listen to the latter), and check off details mentioned in the video from a list containing details actually mentioned in the video and “decoy” details as well.
- from a list of details mentioned in a video text, number such details in the order in which they are presented.

*Invite students to:*

- listen to an academic lecture, live or previously recorded, and then answer questions, showing their understanding of specific details.
- create presentations for an audience (your peers) where you present your opinion on a controversial topic.
- listen to peer presentations, and then prepare a summary of the main ideas.

**GCO:** *Students will be expected to listen and speak 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 recorded authentic academic lecture on a controversial subject and prepare an outline of the lecture, correctly identifying main ideas and details and relationships between the two.
- Complete a self-evaluation, using a rubrics showing that you are able to:
  - listen to extended discourse (approximately 20 minutes)
  - understand authentic language of a formal nature
  - identify main ideas and details
  - use language clues to identify the structure of a lecture (e.g., changes in topic, introduction of new ideas)
  - comprehend advanced/academic vocabulary or deduce meaning of unfamiliar vocabulary from context
  - write complete notes following an outline format
  - understand normal rates of speech

### *Observation and Presentation*

- Create a presentation where you attempt to convince the audience of your position on a controversial topic, using several details to support your point.
- Observe and listen to peer presentations and prepare a summary of the specific details of each presentation.

## Resources/Notes

North Star 4, Listening and Speaking (High Intermediate) Units 1-10 have listening exercises, on listening for specific ideas, after each of two listening excerpts, which are radio or TV reports, broadcasts, or interviews. The theme in Unit 1 is “Media”. Students can critically evaluate these programs and present their results to the class (See “Information Overload”, page 218).

Clear Speech (as required)

Pronunciation Plus (as required)

Radio News’ Reports (i.e. CBC’s Compass)

Speeches/lectures from guest speakers, other teachers, peers

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

## Outcomes

*Students will be expected to:*

- 1.3 listen to make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate ideas.

## Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to make inferences using language cues (intonation, stress, rhythm, idiomatic expressions, range of vocabulary). Students can listen to more than one except on the same topic to synthesize the author's viewpoints and then use this information as it compares to their own ideas on the topic.

*Challenge students to:*

- synthesize the information to formulate their own opinions to be presented orally after they hear two or three audio or video texts on the same subject.
- use information from listening texts to formulate ideas for debates, small group discussion, panel discussions and formal presentations.
- listen to an interview with a person arguing for or against a position and then students prepare an oral presentation responding to the person (i.e. presenting the opposing viewpoint).
- listen to audio samples of speakers expressing a variety of opinions on a single topic and identify the mood and attitudes of the speakers.
- listen to a speech or deliver a presentation and identify from a list which statements are fact and which opinion.

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

### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- students listen to an authentic audio or video documentary on a controversial topic. From a list, identify which inferences or conclusions can be made based on the text and which are false.
- correctly identify all clear inferences and conclusions
- correctly identify most subtle inferences and conclusions
- use language cues to understand implied meanings (intonation, stress, rhythm, idiomatic expressions, range of vocabulary)
- understand normal rate of speech and natural accents of anglophone speakers
- use information from a video documentary to formulate and present own ideas/opinions on a topic in oral presentation, group or panel discussion, or written format.
- express agreement or disagreement with information presented
- comprehend authentic language (normal rate, natural pronunciation/ accent)
- comprehend advanced grammar/vocabulary

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

Clear Speech

Pronunciation Plus

Radio News' Reports (i.e. CBC's Compass)

Speeches/lectures from guest speakers,  
other teachers, peers

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

## Outcomes

*Students will be expected to:*

- 1.4 express their own ideas, learnings, perceptions and feelings in formal and informal discussion and presentation.

## Elaborations - Strategies for Learning and Teaching

Students will have several opportunities to express their own ideas, perceptions and feelings in formal and informal situations. Students will present information (in an 8-10 minute class presentation) on a topic of personal interest, using the research or background knowledge as their basis. They may present their arguments for or against a controversial topic by participating in a formal or informal debate. Students should have opportunities here to self and peer evaluate as they clearly identify evidence of being able to organize, explain and present their points of view clearly and articulately.

*Challenge students to:*

- give an 8-10 minute presentation to the class on the topic of their choice, on the basis of research or background knowledge.
- present a short video on a controversial topic. Assign conflicting roles to the students and have them participate in small group discussion “in character”.
- participate in a formal and/or informal debate.

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

## Tasks for Instruction and/or Assessment

### *Performance and Presentation:*

- students prepare and present a formal oral presentation to the class on a topic of their choice. Use a checklist or rubric to evaluate the student's performance in terms of content and organization, clarity and style of presentation, pronunciation and comprehensibility (fluency), grammar, vocabulary and accuracy.

Such a rubric may include the following performance criteria where students may show evidence of being able to:

- prepare a presentation effectively (interesting choice of topic, adequate knowledge of subject)
- organize the presentation using clear discourse markers
- use presentation skills effectively
- use easily comprehensible, fluent and accurate pronunciation
- use high intermediate to advanced vocabulary and grammar adequately
- produce extended discourse (approximately 10 minutes)

### *Peer Evaluation*

- Involve the audience in presentations by assigning to students the responsibility for evaluating them. Provide students with a grid to evaluate each presentation. The grid should be fairly strictly structured. For example, prepare a list of 10 questions focusing on elements to look for in the evaluation (e.g. Did the presenter speak for at least 8 minutes? Generally, could you understand the presenter? Did the presenter explain any new or difficult words? etc.). The presenter receives one point for each *yes* answer for a total score out of 10.

## Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)  
Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

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

## Outcomes

*Students will be expected to:*

- 1.5 ask questions to acquire, interpret, analyze and evaluate ideas and information.

## Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to ask questions to acquire, interpret, analyze and evaluate ideas and information. They will ask questions in pair and class discussions as well as in interviews and surveys they conduct with someone of interest to them (i.e. a peer, expert in a field or a professional). They will have opportunities to create questions, read the responses, and draw conclusions on the responses they receive before orally presenting the information to a small group and the class.

*Challenge students to:*

- interview an expert in a field, a professional, or a person of interest to them and summarize the interview for the class.
- conduct surveys, drawing conclusions and presenting information orally to class.



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

## Tasks for Instruction and/or Assessment

### *Performance and Presentation*

- Students prepare a list of 20 questions based on a controversial topic they heard discussed on the news or in a document. Place students in small groups. Each student must lead a small group discussion based on the questions. Using a grid/checklist, evaluate students' ability to explain a topic to the group, to create insightful questions, to form questions accurately, to engage group members in discussion, to expand on members' contributions and to express his/her own ideas and opinions clearly to the group.

Students may be evaluated on the following criteria, showing that they are able to:

- choose a topic of interest and/or controversy
- create insightful open-ended questions
- use question forms accurately
- use expressions to encourage/invite group members to speak
- express opinions/ideas using accurate intermediate to advanced grammar and advanced/specialized vocabulary

## Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)  
Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay



**GCO:** *Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

### Specific Curriculum Outcomes

*Students will be expected to:*

- 2.1 listen to make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate responses.

### Elaborations - Strategies for Learning and Teaching

Students will have opportunities to listen to make inferences, analyze and evaluate ideas and information. As in outcome 1.3, students will use language cues (intonation, stress, rhythm, idiomatic expressions, range of vocabulary) to comprehend text. Then they will summarize the listening passage, analyzing and evaluating the information as it compares to what they know or have researched on the topic. They will respond to the listening passages by formulating a response, showing their comprehension of the general and specific ideas.

*Challenge students to:*

- students use information from listening texts to prepare for debates, panel discussions, small group discussions, or formal presentations.
- students are with samples of audio/video advertising and have them identify faulty reasoning (e.g. red herrings, non sequiturs, begging the question, deliberate ambiguity).

**GCO:** *Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

### Tasks for Instruction and/or Assessment

- Students view an extended authentic video documentary on a formal topic and write a reaction paper commenting on the contents. Evaluate the paper based on the accuracy of the content and the insight of the response presented.

*Using a rubric, students should be able to show that they are able to:*

- Comprehend the main ideas and most details of an extended, authentic, and formal video documentary.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

**GCO:** *Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

**Specific Curriculum Outcomes**

*Students will be expected to:*

- 2.2 present information and ideas clearly, logically, concisely and accurately for a variety of audiences.

**Elaborations - Strategies for Learning and Teaching**

The intent of this outcome is to give students opportunities to choose a topic of interest, read information and ideas on the topic (given by the teacher or researched by students), and then organize the information to give a two-minute presentation to a partner or small group. Using the same process as above, have students work together in small groups of four to present information to another group or to the entire class.

*Challenge students to:*

- select a topic and give a two-minute spontaneous presentation to a small group (from a list of suggested topics for impromptu speeches).
- work through jigsaw activities in which each student is responsible for presenting part of the information to be used later in another whole group activity.

**GCO:** *Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

### Tasks for Instruction and/or Assessment

#### *Pen and Paper/Presentation*

- Students read a text and summarize it orally for a partner. The partner must then write a summary of the text based on the information. Evaluate the student using a checklist focusing on clarity and completeness of information presented, including accuracy and fluency in language and pronunciation. To evaluate successful transfer of information, evaluate the partner's written summary for content.

Students should be able to:

- distinguish between main ideas and details and determine which to include in a summary.
- convey a message using accurate, specialized vocabulary and complex grammar.
- recognize and respond appropriately to listener's cues (regarding degree of comprehension) and use linguistic elements (e.g. idiomatic expressions, vocabulary) to restate, explain, and expand as necessary (e.g. "in other words", "that is").

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

**GCO:** *Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

**Specific Curriculum Outcomes**

*Students will be expected to:*

2.3 summarize, interpret and evaluate information for effective presentation in formal language.

**Elaborations - Strategies for Learning and Teaching**

Students will have opportunities to summarize (take notes of important information in their own words) on authentic texts (news reports). Students then interpret and evaluate the information (by comparing and contrasting two different reports on the same topic for example). Students compare and contrast on the basis of content, tone, focus, and style and then present their summaries to the class.

*Challenge students to:*

- take notes on authentic oral texts.
- use samples of extended discourse to reconstitute the passages from notes in point form.
- work in pairs. Each member of a pair watches one half of a video on a topic and they share the information with their partner to reconstitute the entire text.
- have each partner in their pair listen to a news report from a different news program. Partners compare the material heard and videotape their own news report, based on the information heard.

**GCO:** *Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.*

### Tasks for Instruction and/or Assessment

- Listen to two news reports on the same topic (one Canadian and one American, for example). Students have 5 - 10 minutes to prepare a short (e.g. three-minute) presentation to the teacher comparing and contrasting the reports on the basis of content, tone, focus, and style. Use a checklist/rubric to evaluate students in terms of accuracy and insight of comparison/contrast, clarity of presentation, and effective use of language.

Using a rubric, evaluate students on the following criteria, noting they are able to:

- identify differences in content, tone, focus and style
- understand the main ideas and most of the details in authentic news reports
- understand most grammar and vocabulary presented in authentic news reports
- use high-intermediate to advanced vocabulary and grammar to present ideas
- use accurate and fluent pronunciation
- organize presentations in a logical manner
- use sequence and discourse markers to organize presentations

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay





**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 purpose and message.

**Elaborations - Strategies for Learning and Teaching**

Students will have many opportunities to listen to authentic texts to make inferences about the speaker's purpose and message. 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:*

- play audio texts of different types (e.g. narrative, descriptive, persuasive, etc.) and identify the purpose.
- examine audio/video text and answer questions focusing on inferences.

**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*

- Students listen to a sampling of brief radio interviews of different types (a complaint, a political speech, a promotional spot, a documentary). Without providing any background information, students identify who the speaker might be, to whom they are talking, about what and why, replaying if necessary. Evaluate the student according to the accuracy with which situations are identified.

#### *Checklist/rubric:*

Students should be able to:

- identify the general situation of most samples (perhaps missing some of the details)
- understand most of the general messages
- support choices by identifying specific utterances of the speaker.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

Pronunciation Plus

From Writing to Composing

The Essay

**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 of a given communication situations, its intended audience and purpose.

**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 as well as the intended audience and purpose.

*Challenge students to:*

- listen to recordings of a variety of speakers (a commencement address, political speeches, dialogues, telephone conversations), and have students identify the audience and purpose of each.
- listen to dialogues from a variety of speakers and identify the situation and the relationship between the speakers as formal (speaking to strangers, teachers, employers) or informal (speaking to friends, family and classmates).

**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*

- students listen to brief dialogues (authentic or prepared for ESL learners) between individuals and identify the relationship between the speakers and the formality of the situation. Evaluate the student according to the accuracy with which relationships and level of formality are identified.

#### *Rubrics/Checklists*

Students show that they are able to:

- identify most relationships/situations.
- understand almost all grammar and vocabulary used in prepared texts and most used in authentic texts.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

Pronunciation Plus

From Writing to Composing

The Essay

**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.

### Elaborations - Strategies for Learning and Teaching

Students will have opportunities to read sample situations (speaking to strangers, teachers, friends and family), and then practice conversation strategies (e.g. turn-taking, requesting information, clarification, interrupting, explaining, clarifying and giving an opinion) for effective communication for a variety of audiences (e.g. asking information of and/or giving directions to a friend, a stranger or a person in authority).

*Challenge students to:*

- read sample situations ( speaking to strangers, teachers, friends and family), and then role play each situation.
- work with a partner to examine a sample situation and then perform the same conversation for a variety of audiences (e.g., asking information of and/or giving directions to a friend, a stranger or a person in authority).
- perform authentic formal tasks (interview a school employee or member of the business community) and informal tasks (survey classmates).

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

### Tasks for Instruction and/or Assessment

#### *Performance (Role Play)*

- In pairs students role-play a single task (e.g. give a presentation three times, changing the situation each time (e.g. a presentation to a small group with whom the presenter is friendly, presentation in front of a large class made up mainly of strangers, a presentation to a large group at a fair/conference). Evaluate on the basis of the students' ability to alter vocabulary/expressions, grammar, and tone according to the formality of the situation.

#### *Rubric/Checklists to evaluate students' ability to:*

- increase range of vocabulary/expressions and grammar according to the formality of situation
- recognize the formality of the situation and the need for a change of register
- recognize informal language which is inappropriate in formal situations

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

Pronunciation Plus

From Writing to Composing

The Essay





**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 various types of text.

**Elaborations - Strategies for Learning and Teaching**

For this outcome, students will examine a variety of high-intermediate-level 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:*

- students list the main characteristics of different text types (persuasive, expository, narrative, descriptive, comparative and argumentative).
- examine samples of a range of text types and classify the samples according to type.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- Provide a sample of five different types of text and have students identify what type of text it is, justifying their choice. Evaluate accuracy of identification. Students should be able to identify most samples and list at least one major defining characteristic of each sample.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

Pronunciation Plus

From Writing to Composing

The Essay

**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 locate and select authentic texts appropriate to their learning needs, range of special interests and task at hand.

### Elaborations - Strategies for Learning and Teaching

Students will have several opportunities to read and review prepared texts (i.e. from North Star 4 readings) and selected authentic texts (student exemplars, opinion letters in newspapers) appropriate to their learning needs and area of interest. Students will have practice visiting the library to locate and select authentic texts of interest and appropriate for a particular task (emailing a friend, writing a text for the school newspaper, writing a term paper for example).

*Challenge students to:*

- go to the school resource centre/library and teach them how to find text-based materials and conduct effective Internet searches.
- find five resources (print and/or electronic) appropriate to a particular assignment or task (eg. writing an essay or research paper on a particular topic).
- read a selection of articles on the same topic which differ in length, audience, purpose or organization and determine which would be appropriate for a particular task (e-mailing a friend, writing a text for the school newspaper, writing a term paper).

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper/Research*

- Assign students a sample task and have them go to the resource centre to find five sources which could be used to complete the task. Evaluate the selected references based on appropriateness of choice. Students should be able to:use the resource centre effectively and conduct effective Internet searches.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

Pronunciation Plus

From Writing to Composing

The Essay

**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 read extended authentic texts for comprehension, including making inferences and drawing conclusions.

### Elaborations - Strategies for Learning and Teaching

Students will read extended authentic texts of interest for comprehension, focusing on making inferences by answering questions from the text as well as using appropriate note-taking conventions (i.e. symbols, abbreviations, reductions and omissions). 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 authors'.

*Challenge students to:*

- read and view extended texts and use appropriate note-taking conventions such as symbols, abbreviations, reduced forms and word omissions.
- summarize/paraphrase passages.
- read two texts giving opposing opinions on the same topic and have them compare/contrast the arguments provided.
- read a list of inferences on a text, some valid and some invalid. Students identify those that are valid, and the language which conveys the inference.
- read two texts giving opposing opinions on the same topic and evaluate the validity of the argument made in each. Then have the students formulate their own opinion on the topic, which can be presented in oral or written form (eg. debate, essay).
- examine a list of statements on a text they have read and classify those statements as fact or opinion.

**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/Presentation*

- Using three authentic sources on a controversial topic, students formulate, present and support their opinion on the topic in oral or written form. Evaluate the student's ability to synthesize information from the different texts, understand the implications of the ideas/arguments presented, judge the validity of the arguments, accept or refute ideas/arguments and make conclusions.

#### *Rubrics/Checklist:*

Students should be able to:

- understand most of the main ideas and arguments presented in the texts
- comprehend similarities and differences between ideas and arguments presented
- recognize which ideas or arguments are valid and/or defensible and those which are based on faulty logic
- make connections between ideas and arguments presented in different texts.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

Pronunciation Plus

From Writing to Composing

The Essay



**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 independently, use strategies to aid comprehension (prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context.

### Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to use a variety of reading strategies to aid in comprehension of high intermediate-level text. Such strategies will include skimming, scanning, predicting, rereading, dictionary and thesaurus use) which will assist students in determining the meaning of unfamiliar words from context.

*Challenge students to:*

- make a list of predictions based on tables, subheadings, graphics and illustrations.
- predict answers to comprehension questions prior to reading.
- reread challenging passages and compare interpretations with a partner.
- identify words appropriate for dictionary use (those which recur or otherwise hinder comprehension).



**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*

- A) Students are given the titles and subheadings of a text. Smudge or conceal the text partially under all or selected headings and subheadings, and they write predictions as to the information contained in each section. Evaluate the students based on the logic of their predictions. Students should be able to use words in the heading/subheadings as well as their background knowledge to make reasonable.
- B) Students are given a text which is slightly beyond their comprehension level. Identify five to ten words in the text that will be new to the students. They read the text to determine which of the words should be looked up in the dictionary and, using a dictionary, find likely meanings of those words. Students also identify which words can be decoded from context and deduce the meaning of those words. Students should be able to use a dictionary effectively to correctly identify the meaning of most words and make reasonable deductions about the meanings of words based on the context.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

4.5 skim for the main idea in a passage.

**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:*

- read a variety of texts under a time limit and match titles to texts.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- Students are given several minutes to skim an article from a current affairs magazine to determine the topic and main points. Evaluate according to how accurately the students identify those main points. Students should be able to correctly identify the topic, and main points raised in the text.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

**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 scan to locate specific information.

**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 (500-1000 words), students scan to locate specific information (i.e. dates, names, numbers, locations and statistics).

*Challenge students to:*

- answer five questions (under a time limit), targeting certain details from a text containing dates, numbers and names.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- Students are given a selection of short texts (e.g. a selection of newspaper articles). Give students a list of specific facts mentioned in the articles (e.g. dates, durations, times, statistics, names) and in a short period of time (several minutes) have students find as many answers as they can. Evaluate according to the number of correct answers. Students should be able to locate most or almost all of the required information.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay



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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

4.7 differentiate between main and supporting ideas.

**Elaborations - Strategies for Learning and Teaching**

The intent of this outcome is to give students several opportunities to identify and distinguish between elements of the main idea (i.e. topic sentences, thesis statements, titles/headings, and introductions and conclusions) and supporting ideas (body paragraphs, specific details for example) of high-intermediate-level texts of 500-1000 words.

*Challenge students to:*

- students read and make an outline of a text.
- categorize a list of ideas from a text as main or supporting ideas.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- students read an extended, authentic, informative text on a subject and prepare an outline for the text. Evaluate according to completeness and accuracy of notes. Students should be able to:
  - identify all main ideas of text
  - identify most supporting ideas of text
  - identify and clearly represent relationships between main and supporting ideas
  - use outline format/conventions correctly.

### Resources/Notes





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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

- 5.1 research specific information from a variety of sources.

**Elaborations - Strategies for Learning and Teaching**

Students will have ample opportunities to locate specific information (in books, magazines, newspapers, or on the computer) related to a particular topic. Students will use such information from three-four 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:*

- to find five resources that would be appropriate for an assigned task (e.g. essay writing, research paper, debating).

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper/Research*

- Assign an annotated bibliography. Assign the students a research topic/have them choose and then locate five sources on the topic, each in a different format (e.g. primary, secondary, periodical, book, Internet, electronic) and write a brief synopsis of each source. Evaluate according to the appropriateness of sources selected, and the completeness, accuracy and clarity of synopses.
- Students should be able to:
  - locate a variety of sources, using available support effectively
  - accurately identify main ideas of sources
  - correctly determine relevancy of sources

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

**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 select relevant information from resources.

### Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to locate 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:*

- identify and/or review the criteria required to identify appropriate sources (identity of the author, publisher, date of publication, degree of objectivity).
- identify how to choose appropriate topics (e.g. of manageable scope, inoffensive to others, appropriate to text type).
- identify the linguistic clues that indicate bias (e.g. inflammatory or sexist language, logical fallacies in argumentation).
- skim/scan texts to locate information related to a topic.
- identify sections of the text that would be appropriate for a particular task from a text that covers a wide range of information on a topic.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper/Group Work*

- Give the class a set of five articles presenting differing views on a single topic. Assign a topic (half the students could argue for the issue and half against) and have the students identify the papers which argue for their assigned side and the particular sections of the articles that contain information best supporting their topic. Evaluate the student according to the accuracy with which they identify relevant parts of the texts.
- Students should be able to identify a selection of relevant sections, sufficient to support topic.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

**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 summarize, analyze and synthesize the chosen information.

**Elaborations - Strategies for Learning and Teaching**

Students will have ample opportunities to practice reading and writing informal summaries (250-300 words) of 500-1000 word texts. Students will also have opportunities to analyze information using methods of analysis (i.e. classifying, categorizing, comparing, contrasting, applying ideas and information to other situations).

*Challenge students to:*

- summarize extended passages of between 500 and 1000 words.
- paraphrase short passages of between 150 and 300 words.
- synthesize information from a minimum of two articles on a particular topic.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- Students have three texts on a single topic and have students write a synthesis of the information presented. Evaluate according to completeness of ideas and identification of relationships among ideas presented in different articles.
- Students should be able to:
  - clearly identify relationships among ideas in different texts
  - comprehend all main ideas of texts

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay





**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:*

- 5.4 effectively use a variety of reference materials (dictionary, thesaurus, grammar texts) without undue reliance on them.

**Elaborations - Strategies for Learning and Teaching**

Students will have opportunities to practice using a variety of reference materials (i.e. dictionaries such as those intended for monolingual English learners, thesauri, and grammar texts). Students should use their 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:*

- use a dictionary to find part of speech, pronunciation and the meaning(s) of a word.
- use a thesaurus to list five possible synonyms or antonyms for a given 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*

- Students are given a list of sentences containing tasks to perform using reference books. For example, underline an unknown word (a slightly obscure meaning of the word should be represented in the sentence) and they use a dictionary to define the word; underline a word in context and have students use a thesaurus to rewrite the sentence using a synonym for the word; underline a word in context and have students use a thesaurus to identify an antonym for the word; students use a thesaurus to rewrite a sentence in which the same word has been repeated several times; underline difficult/advanced errors in grammar, spelling and punctuation and, using a dictionary, thesaurus or grammar book, students correct the error and identify the page number on which the relevant information was found. Evaluate according to the student's ability to locate information and correct errors or complete task.
- Students should be able to use resources effectively and correct most errors and/or complete most tasks

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Dictionaries and Grammar Texts from the EAL Resource Kits

Thesauri (library or available class sets)



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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

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

**Elaborations - Strategies for Learning and Teaching**

The intent of this outcome is to give students opportunities to comprehend and evaluate the information and ideas on high 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:*

- select conclusions (from a checklist of options which can be drawn based on the information in a particular text) and identify language which conveys the messages selected.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper/Test*

- Students complete comprehension questions based on an extended, authentic text. Evaluate according to accuracy, completeness and insight of responses.
- Students should be able to:
  - correctly answer all questions on main ideas
  - correctly answer most questions on details
  - correctly answer most questions requiring inference, analysis, and reflection.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

- 6.2 identify significant characteristics of a variety of texts and genres (i.e. style of text, purpose, audience).

**Elaborations - Strategies for Learning and Teaching**

Students will have several opportunities to identify significant characteristics (style of text, purpose, audience for example) of a variety of text types (i.e. narrative, descriptive, persuasive, expository, persuasive, and argumentative). Students will practice identifying the purpose and audience in a variety of text types, explaining their choices.

*Challenge students to:*

- classify samples of text, according to text type (e.g. argumentative, narrative, expository, and descriptive). Students identify the purpose and audience in a selection of text types, justifying their choices.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- Give students five samples of student essays and have them classify each according to text type (argumentative, expository, descriptive, comparison/contrast, narrative) giving a justification for each choice. Evaluate according to student's ability to correctly identify text type.
- Students should be able to:
  - correctly identify all clear examples of text type
  - correctly identify most complex/challenging examples

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay





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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

6.3 formulate and express ideas and opinions clearly and effectively.

**Elaborations - Strategies for Learning and Teaching**

Students will have several opportunities to formulate and express their ideas opinions on texts of 500-1000 words. Students will respond to such texts through writing (250-300 words) critical reviews, responses or reports, discussing their opinions on the ideas expressed in the texts and how such texts relate to their own lives.

*Challenge students to:*

- write a journal entry responding to an article or story read in class.
- write a reaction paper to an article read in class.

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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper/Persuasive Essay*

- Write an opinion essay presenting the student's view on an assigned topic. Evaluate according to text organization, clarity of presentation, quality of ideas and language use (grammar, vocabulary, spelling and punctuation).
- *Rubrics/Checklists showing that the student is able to:*
  - write a clear, logical and well-organized essay of approximately 400 words
  - use correct and appropriate advanced grammar, vocabulary and punctuation

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay



**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 reflect on information and ideas from a variety of texts

**Elaborations - Strategies for Learning and Teaching**

*Challenge students to:*

- compare information presented in two formats on the same subject.
- undertake consensus activities and ranking activities.
- discuss (in pairs) the information presented in a text with one person playing devil's advocate.

**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

#### *Observation/Presentation*

- Give each student three authentic articles on a single topic. (Two sets of (three) articles should be prepared. Half the class should receive Set A and the other half should receive Set B.) In pairs, Student A must summarize the articles for Student B. Then A must give a short oral presentation presenting his/her opinion on the topic, using information and/or examples from the text to defend/justify his/her position. Evaluate according to the clarity of the presentation, accuracy of the summary and logic of the opinion presented.
- Student should be able to:
  - comprehend all main ideas presented in the articles
  - formulate a clear, logical and coherent opinion related to the topic.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

**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 identify significant characteristics of a variety of texts and genres (i.e. style of text, purpose, audience).

**Elaborations - Strategies for Learning and Teaching**

Student will have opportunities to formulate effective critical review responses to texts. They will respond orally and in writing (250-300) words to high-intermediate-level texts provided. Students will prepare and present responses, showing both sides of an argument. They will also have opportunities to write a critical review or a book, article or Web site.

*Challenge students to:*

- classify samples of text (argumentative, narrative, expository, and descriptive), according to type. Then justify their choices.
- given the same samples, students identify the purpose and audience in a selection of text types.

**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*

- Present students with samples of a variety of texts (newspaper article, magazine article, letter to editor, press release, advertisement, Internet article, book chapter) and have students identify the probable audience and purpose of each, justifying their choices. Evaluate according to accuracy of categorization.
- Students should be able to accurately identify audiences and purposes for most texts and make and justify reasonable guesses for all text.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Cambridge Readers, Levels 3 and 4

Magazine articles and novels (school or public library)

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

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**Specific Curriculum Outcomes**

*Students will be expected to:*

7.3 formulate effective critical responses to texts.

**Elaborations - Strategies for Learning and Teaching**

*Challenge students to:*

- write a review of a book, article or Web site.
- present the same information in a variety of formats (e.g. general to specific, specific to general).
- prepare/present responses arguing for both sides of a controversial issue.



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

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### Tasks for Instruction and/or Assessment

#### *Pen and Paper*

- students write a review of an article or book they have read. Evaluate according to justification of criticism/praise, quality and organization of ideas, formality of tone, and quality of language.
  
- Students should be able to:
  - identify objective and reasonable strengths and weaknesses of text
  - present responses in a clear and organized manner
  - provide adequate support for comments
  - use advanced grammar and vocabulary effectively

### Resources/Notes



**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:*

- 7.4 use knowledge of English (sentence grammar, vocabulary, cohesive devices, discourse, grammar) to comprehend, interpret and make inferences from a variety of texts.

**Elaborations - Strategies for Learning and Teaching**

The intent of this outcome is to give students several opportunities to use their knowledge of high-intermediate-level grammar, vocabulary and pronunciation) to comprehend, interpret, and make inferences from a variety of prepared (North Star 4, reading excerpts) and selected authentic (i.e. student exemplars and letters).

*Challenge students to:*

- complete grammar activities in context.
- complete activities which focus on form.
- interpret complex and compound sentences.

**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/Test*

- Provide students with a list of difficult sentences and paragraphs using advanced grammar and complex sentence structure, formal and academic language. From a list of options, have students select the correct interpretation of the sentence. Evaluate according to the number correct.
- *Students* should be able to:
  - use complex and compound sentences and other elements of advanced grammar correctly and appropriately
  - recognize and correct all or almost all errors in basic grammar, most errors in intermediate grammar and many errors in advanced grammar

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)



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**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.*

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**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 250-300 word texts (i.e. a narrative essay based on a childhood memory).

*Challenge students to:*

- prepare at least three drafts of each piece of writing, revising both content and language on each draft.

**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/Narrative Essay*

#### *Peer-evaluation/self-evaluation/teacher-student conference/task*

- Students write a narrative essay based on a childhood memory. Begin by having students brainstorm vivid or appropriate memories. Working with a group, have the student select the best memory on which to base the narrative. Have the student brainstorm all the sights, sounds, smells, tastes, tactile responses, events, and feelings surrounding that incident and organize and edit his/her notes to write a first draft of the essay. Share the first draft of the essay with a partner who, using a guiding list of questions, identifies strengths and weaknesses in the essay (e.g. use of images, clarity of story, coherence of story, significance of incident) and makes suggestions for improvement on the second draft. Based on the peer's comments and the student's own ideas, have students write and submit a second draft. Read/review the second draft with the student, making suggestions about content, style and language. Based on the teacher's comments and the student's own ideas, have the student write and submit a third draft. Evaluate the third draft on the basis of choice of topic, quality of imagery and content, and language use.

### *Group Work*

- In groups, students prepare and record a video documentary on a topic of interest to them. This can involve filming in the community or school and may require editing facilities. These can be presented to peers in the form of a film festival which can be evaluated by a panel of invited guests or by peers, on the basis of choice of topic, degree of preparation
- Student should be able to:
  - select an engaging topic and present it in an interesting, effective manner
  - convey the significance of the incident to the reader
  - use advanced grammar, vocabulary and punctuation appropriately and effectively
  - structure the text in a clear, well-organized manner, using discourse/sequence markers effectively.
  - required, quality of information presented, clarity, appropriateness and accuracy of language.

## Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

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**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.*

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**Specific Curriculum Outcomes**

*Students will be expected to:*

8.2 use language to express ideas clearly and correctly.

**Elaborations - Strategies for Learning and Teaching**

The intent of this outcome is to give students more practice using the high-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:*

- review the language skills (grammar, vocabulary, cohesive devices) necessary for editing.
- use reference materials for support.
- present/write on both sides of an issue.
- peer and self edit.



**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/Narrative Essay*

#### *Peer-evaluation/self-evaluation/teacher-student conference/task*

- Students write a narrative essay based on a childhood memory. Begin by having students brainstorm vivid or appropriate memories. Working with a group, have the student select the best memory on which to base the narrative. Have the student brainstorm all the sights, sounds, smells, tastes, tactile responses, events, and feelings surrounding that incident and organize and edit his/her notes to write a first draft of the essay. Share the first draft of the essay with a partner who, using a guiding list of questions, identifies strengths and weaknesses in the essay (e.g. use of images, clarity of story, coherence of story, significance of incident) and makes suggestions for improvement on the second draft. Based on the peer's comments and the student's own ideas, have students write and submit a second draft. Read/review the second draft with the student, making suggestions about content, style and language. Based on the teacher's comments and the student's own ideas, have the student write and submit a third draft. Evaluate the third draft on the basis of choice of topic, quality of imagery and content, and language use.

#### *Group Work*

- In groups, students prepare and record a video documentary on a topic of interest to them. This can involve filming in the community or school and may require editing facilities. These can be presented to peers in the form of a film festival which can be evaluated by a panel of invited guests or by peers, on the basis of choice of topic, degree of preparation.
- Student should be able to:
  - select an engaging topic and present it in an interesting, effective manner
  - convey the significance of the incident to the reader
  - use advanced grammar, vocabulary and punctuation appropriately and effectively
  - structure the text in a clear, well-organized manner, using discourse/sequence markers effectively.
  - required, quality of information presented, clarity, appropriateness and accuracy of language.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)



**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 clear and accurate language and style appropriate to a particular audience (i.e. formal and informal).

**Elaborations - Strategies for Learning and Teaching**

Students will have opportunities to practice the language necessary for clear and accurate language and style (high intermediate-level grammar and vocabulary) associated with formal and academic texts (essays for example). Students should also create text for an informal audience and adapt the text as such (email for a peer).

*Challenge students to:*

- practice the language necessary for clear and accurate presentation of information (e.g. advanced grammar, vocabulary).
- identify and use stylistic elements associated with formal and/or academic texts (advanced grammar, such as relative clauses, passives, logical connectors; advanced vocabulary) and recognize contexts in which these elements are appropriate.
- create a text for a given audience and adapt that text for a different audience (i.e. peer audience versus authority audience).

**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/Writing Task*

- Students are given a topic and have them write two informative texts on the topic: one for a friend and the second for an academic context. Evaluate according to the degree of appropriate language for the audience and the quality of language.
- Students should be able to:
  - show clear differences in style between formal and informal texts
  - use advanced grammar, vocabulary and punctuation appropriately and effectively

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

**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

Students are given ample opportunities to reveal skills necessary for both independent (good time management, problem solving as examples) and collaborative work (i.e. respect for others' ideas, ability to share, ability to work independently).

*Challenge students to:*

- show respect for others' ideas and to share their own work.
- show their appraisal, comparison, critique, and defence of one's own and others' ideas.
- practice good time management techniques as they apply to both independent and group work.
- practice good social skills as a significant contributing factor to group projects.
- practice linguistic functions necessary for group work (e.g., expressing disagreement/agreement, requesting clarification/further information, expanding, explaining).
- write a text collaboratively (e.g. chain story)
- produce a research paper using the writing process (in groups).

**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*

- Divide one extended, authentic text into three sections. Divide the class into groups of three and give each group member a different section of the text. Have the students read their section of the text and present the information to the group. Each student must then write a summary incorporating information from the entire article. Evaluate according to completeness and accuracy of information, quality of organization of ideas, presentation of ideas, and quality of language.
- Students should be able to:
  - clearly present information from all parts of the text
  - include all main ideas of the text
  - use advanced grammar, vocabulary and punctuation appropriately and effectively

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

**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:*

9.3 produce texts in a variety of forms.

### Elaborations - Strategies for Learning and Teaching

Students will practice producing a variety of texts (narrative, descriptive, expository and persuasive) in a variety of forms (school newspaper articles, classroom displays and formal essays as examples).

*Challenge students to:*

- use reference materials for support during the editing process.
- recognize the similarities and differences of various writing formats (purpose, structure).
- “publish” their work (e.g. websites, school newspaper, peer sharing/presentation, classroom display).
- practise the steps in the writing process in formal and informal writings.
- complete writing activities using at least four different organizational structures, including a research paper.
- write two different texts on the same topic, each using a different text format (e.g. narrative, descriptive, journalistic).

**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*

- Assign a variety of text types throughout the course, evaluating for effective use of text structure, effective organization of ideas, quality of content and quality of language.
- Students should be able to:
  - write essays using at least four different organizational structures effectively
  - present ideas clearly and coherently
  - use advanced grammar, vocabulary and punctuation appropriately and effectively.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)





**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, and editing.

**Elaborations - Strategies for Learning and Teaching**

Students will have several opportunities to practice the process approach by writing several drafts of high intermediate-level (250-300 word) texts. Students will focus on text organization such as chronological sequencing, using effective transitions, 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 essays.

*Challenge students to:*

- prepare several drafts of each piece of writing, revising both content and language on each draft.
- identify faulty argumentation, logical fallacies and unclear organization or presentation of ideas in their own and peer writing.
- peer and self-edit
- from a list of guiding questions evaluate peer's text for content, organization and language.

**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*

*Student-teacher conference/peer evaluation/self evaluation*

- For each text type assigned throughout the course, have students prepare three successive drafts, with attention to revision and editing. The drafts can be corrected by the students themselves, by peer editors, and by the teacher. Evaluate the final draft according to ability to self-correct, with and without support.
- Students should be able to:
  - identify and correct all or almost all basic language errors, most intermediate errors, and many advanced errors in their own writing and that of peers.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

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**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.*

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**Specific Curriculum Outcomes**

*Students will be expected to:*

10.2 identify characteristics of good writing.

**Elaborations - Strategies for Learning and Teaching**

The intent of this outcome is to give students several opportunities to practice the use of identifying characteristics of good writing (i.e. well organized text, topic sentences, thesis statements, sufficient and clearly presented ideas, clear accurate language and an appropriate level of formality). Student should review exemplars of good writing and model techniques used to produce good writing.

*Challenge students to:*

- explore samples of good and poor writing and have them identify them as such, justifying their choice.
- practice the characteristics of good writing (e.g., well-organized text (topic sentences, thesis statements); sufficient and clearly presented ideas; clear, accurate language at an appropriate level of formality)
- identify the characteristics of good writing in unseen texts.
- edit sample texts for content, organization and language.

**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*

*Peer evaluation*

- Students are presented with samples of student essays (from a previous class or those commercially available) and have students rank the texts according to overall quality of writing. Using a checklist as a guide, have students assign a grade to the essay, justifying each grade with a detailed explanation. Evaluate according to accuracy of and rationale for evaluations.
- Students should be able to recognize good writing and articulate qualities that make writing good.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

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**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.*

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**Specific Curriculum Outcomes**

*Students will be expected to:*

10.3 use the mechanics of written language (i.e. punctuation, spelling) accurately and consistently.

**Elaborations - Strategies for Learning and Teaching**

Students will have opportunities to practice the use of accurate and consistent use of the mechanics in writing (i.e. correct spelling and punctuation in writing). Students will review the rules of spelling and punctuation at the high-intermediate-level.

*Challenge students to:*

- review rules of spelling and punctuation.
- practise using correct spelling and punctuation both in isolation and in context.
- use language support reference materials.
- identify and correct errors in spelling and punctuation in sample texts (peer and self-correction).

**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/Test*

- Give students a text containing a fixed number of punctuation and spelling errors. Have students locate and correct the errors. Evaluate according to the number of errors correctly identified and corrected. Students should be able to identify most errors in advanced punctuation and spelling.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)





**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 vocabulary appropriate to assigned academic tasks with and/or without support.

**Elaborations - Strategies for Learning and Teaching**

Students will have several opportunities to use vocabulary appropriate to the assigned academic tasks (argumentative essays, using formal language and synonyms as compared to an informal prepared text (i.e. a letter) which uses phrasal verbs and idiomatic expressions. Students will use this vocabulary with and without support (dictionaries, thesauri for example).

*Challenge students to:*

- review formal and/or academic vocabulary.
- practice tasks that both require and do not require support materials (e.g. dictionary, thesaurus). Avoid situations where students always use support materials.
- review word choice skills, such as appropriate degree of formality, unpretentious, unbiased and non-sexist language.
- identify words as appropriate or inappropriate for an academic task.
- identify and correct errors in vocabulary use in sample texts (own, peers and published).

**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/Test*

- In most cases, accurate use of vocabulary will be evaluated in the context of writing longer texts. To assess vocabulary use, prepare a text which uses informal vocabulary (e.g. phrasal verbs, idiomatic expressions). Have students rewrite the text changing informal words to more academic and formal synonyms. Evaluate according to number of informal words identified and accuracy and appropriateness of rewritten forms.
- *Students should be able to:*
  - identify almost all informal words/expressions.
  - replace most informal words/expressions with appropriate formal equivalents.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

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**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.*

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**Specific Curriculum Outcomes**

*Students will be expected to:*

10.5 use clear and accurate grammar and sentence structure 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 high-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:*

- practice grammar activities in context.
- practice activities which focus on form.

**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/Test*

- For the most part, accurate use of grammar and sentence structure will be evaluated in the context of writing longer texts. Knowledge of grammar, however, can and should also be tested using text completion exercises and exercises identifying and correcting errors in structure (i.e. grammar tests). Evaluate according to number of correct responses.
- Student should be able to:
  - use complex and compound sentences and other elements of basic to intermediate grammar correctly and appropriately
  - recognize and correct all or almost all errors in basic grammar, and most errors in intermediate grammar.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

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**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 technology effectively to serve their communication purposes.

**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:*

- practice using the Internet to improve language skills (i.e. Internet grammar quizzes and CD Rom programs designed for EAL students, grammar checkers).
- determine which changes should be made as suggested by a spell or grammar checker.

**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

#### *Performance*

- Students format a research paper on a computer, following the conventions of research paper writing and using an accepted documentation style (e.g. MLA, APA). Students are evaluated according to the conventions of formatting (e.g., spacing, title page, margins, font). Students should be able to use accepted formatting and documentation style effectively and appropriately.
- Students prepare a brochure promoting a topic or issue of interest to them (ex: their high school, their hometown, their new community, a sport, music or multicultural group they belong to). The brochure should include both text and images and should be formatted appropriately on a computer.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)



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**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:*

10.7 use a variety of reference materials for support.

**Elaborations - Strategies for Learning and Teaching**

Students will practice using a variety of reference materials for support (i.e. dictionaries, thesauri, and grammar texts).

*Challenge students to:*

- read and review dictionary pages and identify all possible meanings of a word.
- out of a list of five grammar points, find information on them in reference books.



**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*

- Give students a sample student essay containing a fixed number of underlined errors in advanced vocabulary and advanced grammar which they may or may not automatically recognize. Using reference books (dictionary, thesaurus, grammar reference), have students find information relating to the errors and make appropriate corrections. Students should also identify the page number and reference book, where information relating to each error can be found. Evaluate according to the students' ability to find information relating to errors. Students should be able to locate information in the reference books relating to most errors and be successful at correcting most errors.

### Resources/Notes

North Star 4, Listening and Speaking  
(High Intermediate)

North Star 4, Reading and Writing (High Intermediate)

Clear Speech

Pronunciation Plus

From Writing to Composing

The Essay

Grammar Texts (EAL Resource Kits)

Dictionaries (library, classroom)

# **Appendices**

# **Appendices**

## Appendix A: EAL 701D Standards

	<u>Aspect</u>	<u>High Intermediate</u>	<u>Low-Advanced</u>
<b>Listening/ Receptive</b>	BICS	<ul style="list-style-type: none"> <li>• learner has strong basic interpersonal skills communication skills (BICS)</li> </ul>	<ul style="list-style-type: none"> <li>• learner has strong basic interpersonal skills communication skills (BICS).</li> </ul>
	CALP	<ul style="list-style-type: none"> <li>• learner continues to develop academic skills in listening and comprehending skills in English (CALP)</li> <li>• requires some support understanding content/academic language</li> </ul>	<ul style="list-style-type: none"> <li>• learner continues to develop academic skills in listening and comprehending skills in English (CALP)</li> <li>• may require some support understanding content/a academic language</li> </ul>
	Content	<ul style="list-style-type: none"> <li>• learner begins to understand a variety of complex sentences</li> <li>• continues to develop understanding of idioms and figurative language, with supplemental instruction</li> </ul>	<ul style="list-style-type: none"> <li>• learner understands a variety of complex sentences</li> <li>• continues to develop understanding of idioms and figurative language, with supplemental instruction</li> </ul> <p>(Or learner has academic skills in listening...)</p>

	<u>Aspect</u>	<u>High-Intermediate</u>	<u>Low-Advanced</u>
<b>Listening/ Receptive</b>	Form	<ul style="list-style-type: none"> <li>• can follow most complex questions, instructions, commands and requests</li> <li>• understands complex sentence structures with support</li> <li>• may require additional wait time when responding</li> <li>• may have some difficulty with commonpace of English speakers</li> </ul>	<ul style="list-style-type: none"> <li>• can follow complex questions, instructions, commands and requests</li> <li>• understands complex sentence structures with support</li> <li>• may require additional wait time when responding</li> <li>• may have some difficulty with common pace of English speakers</li> </ul>
	Use	<ul style="list-style-type: none"> <li>• understands most teacher/ student discussion</li> <li>• understands social conversation with peers</li> </ul>	<ul style="list-style-type: none"> <li>• understands most teacher/ student discussion</li> <li>• understands social conversation with peers</li> </ul>

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

	<u>Aspect</u>	<u>High-Intermediate</u>	<u>Low-Advanced</u>
<b>Speaking/ Expressive</b>		<ul style="list-style-type: none"> <li>• has some basic interpersonal skills (BICS)</li> <li>• has some academic skills in speaking English</li> <li>• learner can communicate basic needs in informal conversations</li> <li>• asks and responds to simple, familiar questions, including WH questions, uses short phrases and sentences</li> <li>• demonstrates control of basic grammar</li> <li>• uses basic time expressions; the correct past tense is used</li> <li>• uses limited vocabulary</li> <li>• uses content vocabulary with support</li> <li>• uses some common idioms</li> <li>• uses some circumlocutions; uses some incorrect words</li> <li>• some disconnected discourse is evident</li> <li>• pronunciation, grammar and word omission sometimes impede communication</li> <li>• self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• has very strong basic interpersonal skills (BICS)</li> <li>• has some academic skills in speaking English</li> <li>• learner can communicate basic needs in informal and most formal conversations</li> <li>• asks and responds to simple, familiar, and some complex questions, including WH questions, uses short phrases and sentences</li> <li>• demonstrates control of basic grammar and intermediate grammar</li> <li>• uses basic time expressions; the correct past tense is used</li> <li>• uses basic and most intermediate-level vocabulary with ease</li> <li>• uses content vocabulary with support</li> <li>• uses some common idioms</li> <li>• uses some circumlocutions; uses some incorrect words</li> <li>• some disconnected discourse is evident</li> <li>• pronunciation, grammar and word omission sometimes impede communication</li> <li>• self-correct</li> </ul>

	<u>Aspect</u>	<u>High Intermediate</u>	<u>Low-Advanced</u>
<b>Secondary Reading/ Receptive</b>	Literacy L1	<ul style="list-style-type: none"> <li>• learner has literacy skills in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>• learner has literacy skills in a language other than English</li> </ul>
	BICS	<ul style="list-style-type: none"> <li>• learner has strong basic interpersonal communication skills (BICS)</li> </ul>	<ul style="list-style-type: none"> <li>• learner has very strong basic interpersonal communication skills (BICS)</li> </ul>
	CALP	<ul style="list-style-type: none"> <li>• learner continues to develop academic skills in listening and comprehending skills in English (CALP)</li> </ul>	<ul style="list-style-type: none"> <li>• learner continues to develop academic skills in listening and comprehending skills in English (CALP)</li> </ul>
	Strategies *print convention	<ul style="list-style-type: none"> <li>• reads lower-level texts from left to right, top</li> </ul>	<ul style="list-style-type: none"> <li>• reads lower-level texts from left to right, top</li> </ul>
	*letter and word recognition	<ul style="list-style-type: none"> <li>• can recognize the English alphabet and familiar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• can recognize the English alphabet and familiar words and phrases and some unfamiliar words</li> </ul>
*phonemes	<ul style="list-style-type: none"> <li>• can recognize a number of common sounds</li> </ul>	<ul style="list-style-type: none"> <li>• can recognize a number of common and not-so-common words</li> </ul>	

	<u>Aspect</u>	<u>High Intermediate</u>	<u>Low-Advanced</u>
<b>Reading/ Receptive</b>	*word skills	<ul style="list-style-type: none"> <li>• decodes words and phrases in lower-level and intermediate-level texts</li> </ul>	<ul style="list-style-type: none"> <li>• decodes words and phrases in most intermediate and some advanced-level texts</li> </ul>
	*comprehension strategies	<ul style="list-style-type: none"> <li>• has strategies to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• has strategies to aid comprehension</li> </ul>
	*predict and confirm meaning	<ul style="list-style-type: none"> <li>• uses context clues to gain meaning</li> </ul>	<ul style="list-style-type: none"> <li>• uses context clues to gain meaning</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>• reads text/simple and narrative and retells the main idea and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• reads text intermediate and advanced level narrative and retells the main idea and some details</li> </ul>
	*retelling	<ul style="list-style-type: none"> <li>• predicts the outcome and events leading to it</li> </ul>	<ul style="list-style-type: none"> <li>• predicts the outcome and events leading to it</li> </ul>
	*predicting & drawing inferences	<ul style="list-style-type: none"> <li>• understands content based background information</li> </ul>	<ul style="list-style-type: none"> <li>• understands content based background information</li> </ul>
	*main ideas and details	<ul style="list-style-type: none"> <li>• understands explicit ideas and implied information</li> </ul>	<ul style="list-style-type: none"> <li>• understands explicit ideas and implied information</li> </ul>
	*knowledge of genres	<ul style="list-style-type: none"> <li>• understands story elements (plot, character, setting, conflict, etc.) with the use of graphic organizers)</li> </ul>	<ul style="list-style-type: none"> <li>• understands story elements (plot, character, setting, conflict, etc.) often with the use of graphic organizers)</li> </ul>
	Responses and Analysis	<ul style="list-style-type: none"> <li>• predicts and interprets independently</li> </ul>	<ul style="list-style-type: none"> <li>• predicts and interprets independently</li> </ul>
	*connecting to other information (prior knowledge and other selections)	<ul style="list-style-type: none"> <li>• expresses opinions and responses to creative material read, viewed, or heard</li> </ul>	<ul style="list-style-type: none"> <li>• expresses opinions and responses to creative material read, viewed, or heard</li> </ul>
*articulating and supporting personal opinions	<ul style="list-style-type: none"> <li>• answers literal questions</li> </ul>	<ul style="list-style-type: none"> <li>• answers literal questions and some figurative</li> </ul>	
*evaluation	<ul style="list-style-type: none"> <li>• connects personal experience with a read story and gives clear examples to support his/her opinion and example</li> </ul>	<ul style="list-style-type: none"> <li>• connects personal experience with a read story and gives clear examples to support his/her opinion and example</li> </ul>	

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



	<u>Aspect</u>	<u>High-Intermediate</u>	<u>Low Advanced</u>
<p><b>Secondary</b></p> <p><b>Writing/ Expressive</b></p>	Literacy L1	<ul style="list-style-type: none"> <li>• learner has literacy skills in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>• learner has literacy skills in a language other than English</li> </ul>
	BICS	<ul style="list-style-type: none"> <li>• learner has strong basic interpersonal communication skills (BICS) in a language other than English and has limited academic skills in writing</li> </ul>	<ul style="list-style-type: none"> <li>• learner has very strong basic interpersonal communication skills (BICS) in a language other than English and has limited academic skills in writing</li> </ul>
	Meaning	<ul style="list-style-type: none"> <li>• expresses ideas on a range of topics</li> <li>• the meaning is usually clear after one reading</li> <li>• the central idea is apparent, but limited vocabulary may result in topic hopping or awkward phrasing</li> <li>• incomplete elaboration and connection to the topic appear as digressions</li> </ul>	<ul style="list-style-type: none"> <li>• expresses ideas well on a range of topics</li> <li>• the meaning is often clear after one reading</li> <li>• the central idea is usually apparent</li> </ul>
	<ul style="list-style-type: none"> <li>*developing ideas</li> <li>*communicating information (sense of message, purpose, audience)</li> <li>*use of detail</li> <li>*use of sources</li> </ul> <p>Style</p> <ul style="list-style-type: none"> <li>*variety, impact, and clarity of language</li> </ul>	<ul style="list-style-type: none"> <li>• begins to display awareness of audience</li> <li>• makes connections between background knowledge, experience, and new information to generate personal and content area text, with instructional support</li> <li>• writes simple and complex sentences and phrases</li> <li>• use of vocabulary may be imprecise due to reliance on a translation dictionary</li> <li>• language is repetitive</li> <li>• begins to use varied vocabulary with instructional support</li> <li>• may begin to use idioms, with errors</li> </ul>	<ul style="list-style-type: none"> <li>• displays an awareness of audience</li> <li>• makes connections between background knowledge, experience, and new information to generate personal and content-area text, often with instructional support</li> <li>• writes simple and complex sentences and phrases</li> <li>• use of vocabulary shows less reliance on a translation dictionary</li> <li>• language can be repetitive</li> <li>• begins to use varied vocabulary with instructional support</li> <li>• may begin to use idioms, with fewer errors</li> </ul>

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

**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 5

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

<b>Nouns</b>	<ul style="list-style-type: none"> <li>• Special use of non-count nouns as count nouns + a/an for hair, coffee, glass, wood, wine etc. (e.g., He pulled out a grey hair from his mustache. Could I have a coffee, please? Pour the water into a glass. We would like to walk in a wood/ woods. They enjoy a good Chilean wine.)</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Relative who, which, that, whose + relative and subordinate clauses (e.g., The film is about a spy whose best friend betrays him. He has done all that is necessary.)</li> <li>• Reciprocal each other</li> <li>• Indefinite no one</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Future Progressive (e.g., I'll be waiting by the door.)</li> <li>• Future Perfect (e.g., Ontario students will have earned at least thirty credits by the time they finish Grade 12.)</li> <li>• Past Perfect Progressive (e.g., The students had been practicing their speeches before the teacher entered the room.)</li> <li>• Passive: Modals (e.g., It couldn't have happened that way. It must have been raining.)</li> <li>• Passive: Past Perfect (e.g. It had already been broken.)</li> <li>• Conditionals: Type 3/condition cannot be fulfilled (e.g., If I had known that you were coming I would have met you at the airport.)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Adjectives + enough (e.g., He is tall enough for the basketball team.)</li> <li>• nearly as/just as/not quite as/such as</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Position of adverbs in a sentence: + effect on meaning (e.g., They secretly decided to leave town. (the decision was secret) They decided to leave town secretly. (the departure was secret) Honestly, he didn't get the money. (it's true) He didn't get the money honestly. (in a dishonest manner)</li> </ul>

<b>Transition Words and Phrases</b>	<ul style="list-style-type: none"> <li>• Not only...but also (e.g., Not only are they taking a course this summer, but they are also working part-time.)</li> <li>• as...as, as soon as, as well as, nearly as, just as not quite as, whereas</li> <li>• prior to, subsequently, although, furthermore, to sum up, meanwhile, moreover, despite</li> </ul>
<b>Question Forms</b>	<ul style="list-style-type: none"> <li>• Tag questions positive and negative (e.g., This course is hard, isn't it? She was walking quickly, wasn't she? He won't ask for it, will he? They have traveled a lot, haven't they?)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>• With a variety of negative expressions (e.g., He didn't eat anything/ He at nothing. They don't ever complain/They never complain. We haven't seen anyone/We have seen no one.)</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• With a variety of phrasal verbs (e.g., break down/up/out, call for/ in.on, cut down/off/out/up, fall back/behind/in/out/through, etc.)</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Complex sentence with three subordinate clauses/with relative clauses (e.g., While we were driving, we noticed the girl on the bike. She sat there for a long time thinking about him and wondering how his new job would change their lives. Ahmed, who worked with Manuel, was waiting by the car.)</li> <li>• Indirect speech + Past Perfect (e.g., I asked him what he had said.)</li> <li>• Maintaining parallel structure</li> </ul>
<b>II. Conventions of Print</b>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• With a variety of relative and subordinate clauses (e.g., Mrs. Minuk, the guidance counsellor, suggested (that) I take this course.)</li> </ul>

*Reference: Language Reference Charts ESL Levels 5 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 3205 Curriculum Guide, NL)*

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## 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 3205 CURRICULUM GUIDE, NL)*

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## 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.

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## 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 \_\_\_\_\_

Part 1: Place an X on each line to show how much you agree or disagree

This week I used English to talk with \_\_\_\_\_

1. I think that I was successful. Disagree |-----| Agree

2. The person I spoke to understood me. Disagree |-----| Agree

3. I felt comfortable speaking with another person in English. Disagree |-----| Agree

4. I understood everything that this person said to me. Disagree |-----| Agree

5. I could do this again with no problem. Disagree |-----| Agree

Part 2: Complete the sentences below.

6. When someone doesn't understand me, I \_\_\_\_\_

7. When I don't understand someone, I \_\_\_\_\_

8. Now I know \_\_\_\_\_

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

**Peer Feedback Form: Explaining a Process**

Speaker's Name _____	Date _____		
Your Name _____			
<b>Part 1: Circle the word Yes, Some, or No to tell how you feel about the speaker's report.</b>			
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
<b>Part 2: Complete the following sentences.</b>			
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"> <li>• Describes most story elements (characters, setting, beginning, middle, and end of story) through oral and written language or drawings</li> <li>• Responds personally to the story</li> <li>• Provides an accurate and detailed description of the story</li> <li>• Develops criteria for evaluating the story</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Describes most story elements through oral or written language or drawings</li> <li>• Responds personally to the story</li> <li>• Provides an accurate description of the story with some details</li> <li>• Analyzes something about the story (plot, setting, character, illustrations)</li> </ul>
Satisfactory	<ul style="list-style-type: none"> <li>• Describes some story elements through oral or written language or drawings</li> <li>• Makes a limited personal response to the story</li> <li>• Provides an accurate description of the story</li> <li>• Explains why he or she likes or does not like the story</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li>• Describes few story elements through oral or written language or drawings</li> <li>• Makes no response or a limited personal response to the story</li> <li>• Provides a less than accurate description of the story</li> <li>• States that he or she likes or does not like the story</li> </ul>

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 _____						
<b>Names of Students:</b>						
<b>Preparation</b>						
Brought book and other materials						
Read the assigned pages						
Noted excerpts to share						
<b>Participation</b>						
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 ✓ 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
<b>Pre-Reader</b>				
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				
<b>Developing</b>				
7. Begins to self-correct				
8. Begins using reading strategies				
9. Locates details in simple text				
10. Reads short, predictable text				
<b>Reader</b>				
11. Uses several reading strategies				
12. Identifies main idea				
13. Recognizes logical order				
14. Recognizes cause/effect				
15. Reads short, simple texts				
<b>Expanding</b>				
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.

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**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](http://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.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: High Intermediate*; and *Reading and Writing: High 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.

## 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.