



Education, Early Learning and Culture

Prince Edward Island English as an Additional Language Curriculum

Introductory/Beginner Level
Listening
and Speaking

EAL 701A

DRAFT

CURRICULUM

2008
Prince Edward Island
Department of Education
PO Box 2000
Charlottetown, Prince Edward Island
Canada, C1A 7N8
Tel. (902) 368-4600
Fax. (902) 368-4622

EAL 701A:
Introductory/Beginner Level
Listening and Speaking

Working Draft

2010
Prince Edward Island
Education and Early Childhood Development
PO Box 2000
Charlottetown, Prince Edward Island
Canada, C1A 7N8
Tel. (902) 368-4600
Fax. (902) 368-4622
<http://www.gov.pe.ca/educ/>

Acknowledgements

The Prince Edward Island Department of Education and Early Childhood Development is gratefully indebted to the departments of education in Newfoundland, Ontario, British Columbia and all other Canadian provinces for the information they provided and for the use of their English as an additional and second language curriculum documents which were invaluable in the development of the Prince Edward Island EAL curriculum.

The Department would also like to thank the following committee members for the contribution and commitment in the development of EAL 701A:

Education and Early

Childhood Development: Vicki Whitlock (EAL Curriculum Specialist)
Paula Clark (EAL Assessment Specialist)
Lori Johnston (EAL Itinerant Teacher)
Kathie Kaulbach (Resource Teacher -
Charlottetown Rural)

Eastern School District: Elizabeth Wendt (EAL Teacher-Colonel Gray)

Western School Board: Jackie Charchuk (Special Education Consultant)

Contents

INTRODUCTION	Background.....	1
	Rationale.....	1
	Purpose of the Curriculum Guide	2
	Guide Principles.....	2
PROGRAM DESIGN AND COMPONENTS	Overview.....	4
	Curriculum Outcomes	4
	Essential Graduation Learnings	4
	General Curriculum Outcomes	5
	Specific Curriculum Outcomes	5
	Relevant Research in Language Acquisition	6
	Linguistic Process	6
	Language Acquisition	6
	Stages of Second/Additional Language Acquisition Chart.....	7
	The Prism Model; Language Acquisition for School.....	8
BICS to CALP: An Overview.....	9	
CONTEXTS FOR TEACHING AND LEARNING	The EAL 701A Learner	12
	Meeting the Needs of All Students	13
	Gender-Inclusive Curriculum.....	13
	Valuing Social and Cultural Diversity.....	14
	Education for Sustainable Development.....	14
	Educating All Students.....	15
	Links to Community.....	16
	Homework.....	16
	The Senior High Learning Environment.....	17
	A Safe Learning Environment	18
	Motivation	19
Principles Underlying the EAL Curriculum.....	19	
THE ENGLISH AS AN ADDITIONAL LANGUAGE LEARNING ENVIRONMENT	The Effective EAL Classroom.....	21
	Literacy and EAL	24
	Preliteracy & EAL	25
	Listening	26
	Speaking.....	28
	Pronunciation	29
	Integration of Technology in EAL	30
	Instructional Approaches and Strategies.....	31
ASSESSING AND EVALUATING STUDENT LEARNING	Introduction.....	32
	Assessment/Evaluation Techniques	32
	The Language Portfolio	35
	Student Dialogue Journal	36
CURRICULUM OVERVIEW	Prior Learning.....	37
	EAL 701A Overview	37
	General Curriculum Outcomes	39
	Specific Curriculum Outcomes	39

TABLE OF CONTENTS

CURRICULUM GUIDE ORGANIZATION	Overview.....	40
	The Four-Column Spread	40
	Sensitive Topics	40
GCO 1	SCO 1.1.....	42
	SCO 1.2.....	44
	SCO 1.3.....	46
	SCO 1.4.....	48
	SCO 1.5.....	50
	SCO 1.6.....	52
	SCO 1.7.....	54
GCO 2	SCO 2.1.....	56
	SCO 2.2.....	58
	SCO 2.3.....	60
	SCO 2.4.....	62
	SCO 2.5.....	64
GCO 3	SCO 3.1.....	66
	SCO 3.2.....	68
	SCO 3.3.....	70
	SCO 3.4.....	72
	SCO 3.5.....	74
APPENDICES	Appendix A: EAL 701A Standards	79
	Appendix B: Grammar Reference Chart	81
	Appendix C: Activities for Beginner listeners.....	84
	Appendix D: Speaking Activities	97
	Appendix E: Self-Assessment for Oral Language.....	98
	Appendix F: Self-Assessment of Communication Strategies	99
	Appendix G: Self-Assessment of Participation in Groups.....	100
	Appendix H: Self-Assessment of Academic Language function	101
	Appendix I: Glossary of Terms	102
	Appendix J: Glossary of Teaching Strategies.....	107
	Appendix K: Cultural Awareness/Sensitivity.....	109
	Appendix L: Introduction to the Main Resource text	110
	Appendix M: Introduction to the Supplementary, Secondary Resource text	114
RESOURCES	Teacher Resources	115
	Student Resources	115
	EAL Websites for Teachers and Students	115
REFERENCES	References	117

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) 701A 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 (see Glossary of Terms, Appendix I).

In many instances 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 most EAL students achieve BICS within two years of residence, but that they acquire CALP only after five to seven years or longer of adequate second or additional language instruction (Cummins 1979).

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. English as an Additional Language (701A) is developed to directly meet beginner-level students' language and learning needs by giving them several opportunities to practice effective and authentic English.

The English as an Additional Language (EAL) 701A 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 701A;
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 701A 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 701A curriculum is based on the Foundation for the *Atlantic Canada English Language Arts Curriculum (1999)* and adapted from the *Newfoundland ESL 1205* Course and its curriculum. The EAL 701A 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 (KSCOs) 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 (SCOs) 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
- 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 701A 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.

Specific Curriculum Outcomes

The specific curriculum outcomes (SCOs) for EAL 701A 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 701A SCOs, 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 701A draws heavily on this research, which has serious implications for students and teachers.

Linguistic Processes

Linguistic Processes of Language Acquisition

There are many misconceptions about learning an additional language. Acquiring an additional language consists of developing sociocultural, linguistic, academic and cognitive processes. Learning another language takes time and the amount of time, just as the level of challenge, varies between learners. Moreover, the current research indicates the beneficial role of the first language plays on the acquisition of the second or additional language. The linguistic, cognitive, and academic development in a student's first language greatly influences their rate of progression in learning a second language.

Language Acquisition

Children move through stages of acquiring their first language—from babbling to one-word utterances, two-word phrases, full sentences and eventually, complex grammar (see Stages Chart, p. 7). Students learning an additional language also pass through these stages, and they usually proceed from listening and comprehending to speaking and eventually to reading and writing. The level of English proficiency and the rate of language acquisition are not to be equated with cognitive ability. This rate of acquisition is affected by a multitude of economic, social, personal, and circumstantial factors. When differentiating instruction for these students, it is important for teachers to know and understand each stage and its characteristics.

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 students... * has minimal comprehension * does not verbalize * nods "yes" or "no" * draws and points	0 - 6 months	Show me... Where is... Who is...
Early Production	The students... * 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 students... * 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 students has near-native level of speech	5 - 7 Years	Decide if... Retell...

Source: Adapted from Krashen and Terrell (1983).

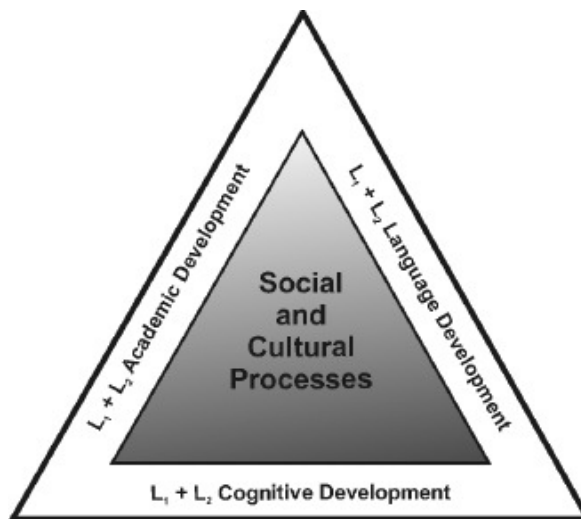
* Please note the rate of production of these stages is affected by literacy in one's first language (see *Literacy and Additional Language Acquisition*).

The Prism Model

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

Language Acquisition for School

The four components: academic, cognitive, linguistic and sociocultural processes are interdependent and developmental. They are the driving forces for learning the target language for school. If one of them is developed in isolation, the student's overall growth and progress may suffer. Development of any one of these components depends critically on simultaneous development of the other two, through both first and additional languages. Sociocultural processes strongly influence both positively and negatively students' access to cognitive, academic and language development. Schools must provide a supportive environment that allows all of these components to be developed, both in the first and target language.



BICS to CALP

BICS and CALP - Cognitive Academic language Proficiency

Jim Cummins (1979) first referred to Basic Interpersonal Communication Skills (BICS) as conversational English or social language that included pronunciation, grammar, and basic vocabulary (see *Overview Chart* for additional characteristics). BICS usually takes six months to two years to develop, depending upon sociocultural and socioemotional development.

In comparison with BICS, which reveal skills that do not require a high level of cognition, CALP-Cognitive Academic Language Proficiency is the language of the classroom. Cognitive academic language involves the development of critical-thinking and problem-solving required to comprehend and express the new and abstract concepts taught in the classroom. Cognitive academic language takes five to seven years or longer to develop.

An Overview Comparing BICS and CALP

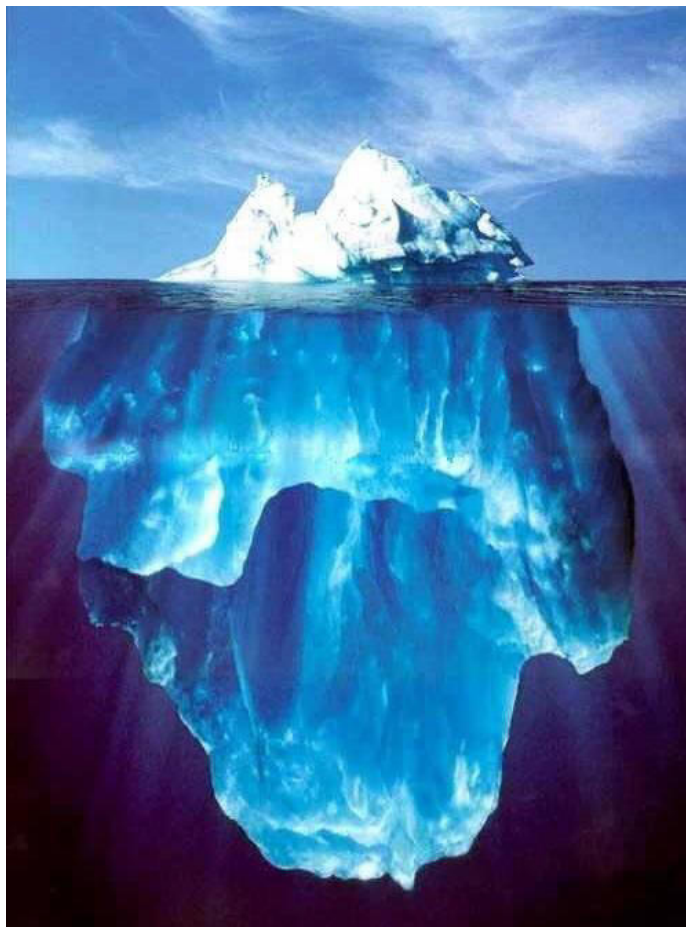
BICS

CALP

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

BICS to CALP: A Development Continuum

Dr. Hetty Roessingh uses the iceberg metaphor in her adaptation of Jim Cummins' original framework (1982).

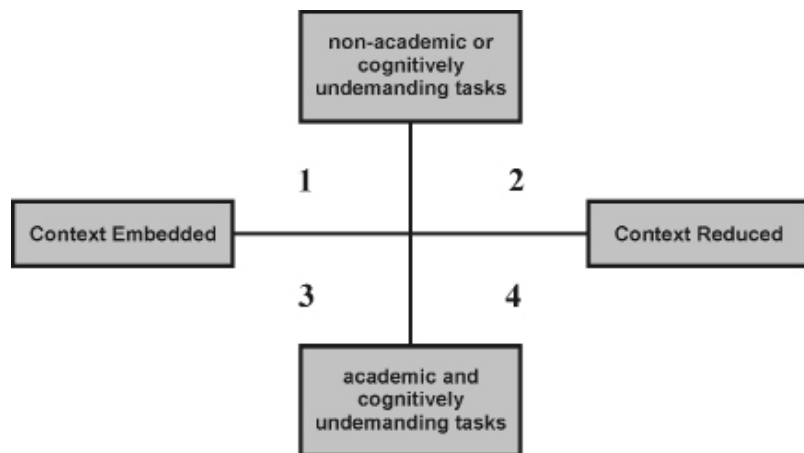


The tip of the iceberg reveals the “above the surface” of what you can see; i.e, the social language or Basic Interpersonal Communication Skills (BICS). The deep lower part or the “below the surface” of the iceberg is referred to as CALP or Cognitive Academic Language Proficiency. Like the iceberg shows, BICS may represent only 10% of the overall proficiency of an academically competent learner. Teachers’ understanding of the role of the first language proficiency and age on arrival is crucial to understanding the relationship between BICS and CALP.

The four quadrant figure below reveals information for each of the four quadrants. It shows the role of context as fundamental to supporting children’s language and literacy development. The context is represented horizontally and the cognitive demands are represented vertically. If the iceberg were to be placed over the quadrant, we could see the depth of the “below the surface” proficiency required/needed for cognitively/academic demanding tasks.

FROM BICS TO CALP:

Cummins (1982) Framework for the Development of Language Proficiency



Quadrant 3 is an important “transitional” square 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 (gr. 5) and the critical mass of vocabulary for fluent reading is in place (Roessingh & Knover, 2003).

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 701A Learner

EAL 701A has been developed for students at the beginner/introductory level. At the time of entry to EAL 701A, a learner has normally received limited, or in some cases no instruction in English as an additional language. The learner may have some basic English grammar and vocabulary previously, but will not use them consistently in reading or writing. He or she has difficulty understanding natural and authentic oral and written language and does not demonstrate facility with intermediate grammar and vocabulary. (please refer to the EAL 701A Standards, Appendix A for further descriptors at this level).

Speaking and Listening

EAL 701A learners may enter the course displaying a variety of skill levels, ranging from no ability to speak and listen (decode messages) in English, to being able to make him/herself understood using gestures, basic vocabulary and simple sentence structures. Everyday conversation is challenging (see *Provincial EAL Standards* for further clarification).

EAL 701A is a two-skills course in listening and speaking which is designed to encourage learners to become independent users of English. It maintains a balance between accuracy and fluency.

Upon successful completion of this course, students will be able to:

- speak using basic English with an acceptable degree of accuracy and fluency in a variety of contexts;
- listen to basic English with an acceptable degree of comprehension from a variety of sources;
- listen to authentic English with limited comprehension.

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;
- address 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/Sensitivity*, Appendix K).

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 701A 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.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development, such as poverty alleviation, human rights, health, environmental protection, and climate change into the education system. ESD is a complex and evolving concept and requires learning about these key themes from a social, cultural, environmental, and economic perspective, and exploring how those factors are interrelated and interdependent.

With this in mind, it is important that all teachers including English as an Additional Language (EAL) teachers, attempt to incorporate these key themes in their subject areas. One tool that can be used is the searchable online database *Resources for Rethinking*, found at <http://r4r.ca/en>. It provides teachers with access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

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 introductory/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.

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.

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 when learning an additional language and are equally important when considering EAL 701A.

Second Language Learning Principles

- Developing a high level of second or additional 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 EAL 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 or additional 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 EAL 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 EAL 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.

Adapted from *Newfoundland ESL Support Document (1999)*.

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 701A 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 701A 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 a first language greatly affects second or additional language literacy. The rate at which any student learns his/her first language greatly influences his/her progression and pace in learning a second or additional language. " The clearest, unambiguous findings of hundreds of research studies on bilingual literacy is that first-language literacy is a crucial variable, influencing second language literacy in a very positive way" (Ovando, Combs and Collier, 2006).

The EAL student who has literacy in his/her first language has already acquired some transferable skills to his/her second language. For example, students use their first language to make sound-symbol correspondence to the written word and text. Therefore, these students have already developed extensive decoding skills in their first language. They do not have to learn the skill of "decoding" a second time. A learning environment where instructional strategies promote the transfer of literacy skills, is a more conducive atmosphere for the progression of the acquisition of the second or additional language. (see *Instructional Approaches and Strategies* on p. 31).

Literacy development for EAL students is dependent upon many factors. The student's socio-economic status and educational experiences in his/her home country are just 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 suffering catastrophic natural disasters has been increasing. These individuals often experienced interrupted schooling or may never have attended 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.

Preliteracy and EAL

Most students recommended for EAL 701A will have been assessed at the introductory/beginner level. However, there may be some students who can be characterized as preliterate learners.

At any grade (at all levels, Primary, Intermediate and Secondary, but in this case we are referring to Secondary) there may be new students who can be characterized as preliterate learners. The age and development maturity of these students make them part of a particular school population, but they will have received limited formal schooling or pre-schooling. These students are generally recent arrivals to Canada, whose backgrounds differ significantly from the school environment they are entering. Some may have received schooling that was interrupted for various reasons, including war, poverty, or migration. Some may come from a remote rural setting with little prior opportunity for sequential schooling.

Preliterate students may have:

- * little to no experience with print
- * semi-literacy in a native language
- * minimal understandings of the function of literacy
- * limited awareness of school organization or culture
- * performance significantly below grade level
- * insufficient English to attempt tasks.

Although many such students are at the beginning level of oral proficiency in English, some may have more developed proficiency levels. Yet, even the standards for this introductory/beginner level (See Appendices) may not yield a helpful description of their level of performance. These students typically require some intensive, customized support (including cultural bridging experiences) before they can gain from participation in "mainstream" classes. Although not fully skilled in the academic domain, these students possess valuable life skills that can serve as a basis for academic learning.

In terms of language skills, preliterate students may:

- use pictures to express ideas (meaning)
- be able to copy letters, words, and phrases (style)
- begin to write strings of words (style)
- show little awareness of spelling, capitalization, or punctuation (convention)
- use single words (convention).

Source "ESL Standards," British Columbia Ministry of Education, 2001, p. 10.

Listening

EAL students often come from a variety of first languages. As a result, listening activities in English present potential difficulties that are not problematic for most English first language users. The following have been identified and adapted from the *ESL 1205 Curriculum Guide*:

1) **Hearing the sounds**

Some EAL students do not perceive certain English sounds because these do not exist in their home language. The "th" sound /θ/ as in thick, for example, does not exist in Cantonese or Mandarin. Therefore, native Chinese speakers often do not notice that this sound occurs in English. They may simply assimilate it to the nearest sound they know (i.e. /t/ or /f/). EAL learners must learn the phonemes of the English language if they are to be efficient listeners. In addition, if the students are able to pronounce the sounds accurately, it will be much easier for them to hear the sounds correctly when pronounced by someone else.

2) **Lack of control over speed**

Many EAL students feel that the greatest difficulty with listening comprehension is that the listener cannot control how quickly the spoken message is given. They feel that the utterances disappear before they can understand them. 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.

Teachers should be encouraged to speak at a normal rate so students are exposed to as much authentic speech as possible.

3) Limited vocabulary

Sometimes listeners can deduce the meaning of a word from its context. However, for EAL students, an unknown word can cause many challenges. They must 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. They should be encouraged not to translate every word. They should also be explicitly taught how to use an English dictionary.

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 apparent to a person listening to an additional language and can be easily missed. In a more formal lecture for example, teachers usually 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) to 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 their lessons by repeating sentences, pronouncing words carefully, by grading the language to suit the level of students, by speaking slower than usual and pausing frequently and unnaturally. To prepare students for listening in the real world, teachers must provide language that is authentic. Live and audio-taped language models should reflect the reality of communication outside the classroom.

7) Environmental cues

Many additional 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 extra-linguistic cues but in the ability to apply this skill in additional language listening. Additional and second language 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, 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 teachers and peers are often surprised to find they have challenges understanding someone else. Students 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, stress, and rhythm

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 specific general patterns.

(Adapted ESL 1205 Curriculum Guide, NL)

Speaking

The creation of speaking tasks and activities need to be interactive and communicative. Although there can be a problem of students who do not participate for many reasons, some of which include: the silent period within the culture shock stage, lack of motivation, shyness, language level, and/or fear of speaking for fear of being ridiculed or incorrect.

Teaching the skill of speaking involves oral fluency and accuracy. Initially students need to express themselves intelligibly and reasonably accurately enough without too much hesitation in order to be understood. Students move from mainly imitating a model of some kind or responding to cues, to the point where they can use the language more authentically to express their own thoughts and ideas. The following have been identified and

(Adapted from the ESL 1205 Curriculum Guide, NL)

- 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 authentic communicative situations. Students need to realize which situations call for which kind of language to be used (i.e. formal and informal);
- Give student a purpose for speaking. In real life when two people engage in conversation, we can identify the purpose;
- Ensure that every lesson starts with students being able to identify what are they able to do in terms of speaking that is communicatively useful for them;
- Give the students choices in terms of what they will say and the linguistic forms they will use. Exercises where the teacher is controlling and doing all of the speaking fail to give students opportunities to make choices and to practice their speaking;
- Mistakes help students learn. Student need to feel safe and secure enough to practice the language so they can learn how to deal with speaking situations for which they may be unprepared.

Pronunciation

When students focus on the pronunciation in EAL, language is treated as a whole and instruction begins with discourse level of communication. From this discourse level, the focus shifts to pronunciation of words to the level of certain sounds. Students are given opportunities to practice real communication, using authentic oral language. Task-based activities, where students are working in pairs or groups, provide students with maximum opportunities for speaking and listening practice. Teachers will consider the students general speaking habits by noting the student's clarity, speed, breath, and intonation. Suprasegmentals such as word stress, sentence stress or rhythm and intonation are the most important criteria in the consideration of English phonology and communication. (see **Speaking Standards**, in the Appendices and the section *Teaching Pronunciation* and *Clear Speech from the Start* for further information).

Integration of Grammar into the Curriculum

The teaching of language as isolated structures has shifted to the teaching of languages as an open-ended series of communication functions. The emphasis in the classroom shifted from developing formal accuracy to developing functional fluency. Grammar must be embedded in the context. For the list of beginning grammatical structures students are expected to learn in EAL 701A, (see *Grammar Charts*, Appendix B). Also, please refer to the *Grammar Book References' Section* in North Star 1, pp. 225-226.

Guidelines for Teaching Grammar

- EAL students should be given several opportunities to make discoveries about language as they are exposed to language in real-life situations. They should be encouraged to experiment with this language, as they practice their talking, reading, and writing in a variety of authentic communicative activities.
- Grammatical explanations need to be timely. The careful consideration of giving grammatical descriptions in classes are most useful when they improve the efficiency of the language learning process.
- The knowledge of grammar rules needs to be accompanied by the comprehension of form as well as the function and practice of proper usage.
- Complete accuracy at the beginning stage is an unrealistic expectation. As students experiment with new structures in different contexts, they will eventually gain control over them.
- Although each chapter in North Star 1 has its own grammatical section, the organization and selection of grammatical structures in EAL 701A will depend on the particular needs of the students.
- Grammatical activities should be communicative and meaningful.

Adapted from the *EAL 1205 Curriculum Guide, NL*, Department of Education

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, each refers to quite a different process.

Assessment

Assessment is the systematic process of gathering information on student learning

Evaluation

Evaluation is the process of analyzing, reflecting upon and summarizing assessment based upon the information gathered.

The assessment process provides the data, and the evaluation brings meaning to the data. Together these processes improve teaching and learning. If we are to encourage enjoyment in learning for students now and throughout their lives, we must develop strategies to involve students in assessment and evaluation at all levels. When students are aware of the outcomes for which they are responsible and of the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate their learning. When students demonstrate their learning, they are showing what they know and can do as teacher measure their assessment of learning.

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.

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 Learnings.

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. Assessment techniques should match the style of learning and instruction employed. Several options are suggested in this curriculum guide from which teachers may choose, depending on the curriculum outcomes, class, and school/district policies. It is important that students know the purpose of an assessment, the method used, and the marking scheme being used. In order that formative assessment support learning, the results, when reported to students, should indicate the improvements expected. Following are examples of assessment techniques:

Assessment Techniques

Assessment techniques should match the style of learning and instruction employed. Several options are suggested in this curriculum guide from which teachers may choose, depending on the curriculum outcomes, class, and school/district policies. It is important that students know the purpose of an assessment, the method used, and the marking scheme being used. In order that formative assessment support learning, the results, when reported to students, should indicate the improvements expected.

Observation (formal or informal)

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. Many of the curriculum outcomes found in the guide promote language acquisition skills. There is a balance between processes and content. In order that students appreciate the importance of language skill development, 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 opportunity for students to express thoughts and ideas, and in a reflective way. 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. 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 new ideas (see p. 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 skills.

Paper and Pencil

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and the results of practical or literature research. This 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 and test can be used to assess knowledge, understanding, and application of concepts. They are less successful 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 between language concepts, to be able to work in teams, to critically reflect, and to communicate information although the process can be time consuming, these activities are best displayed and assessed through presentations, these 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 about 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. Portfolios in EAL 701A may include material in the first language. This acknowledges the student's proficiency and encourages continued development in that language.

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, see "**The Learner Passport**", in the Appendices. (please note this document is currently being developed and will be added upon completion).

Student Dialogue Journals

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

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

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

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

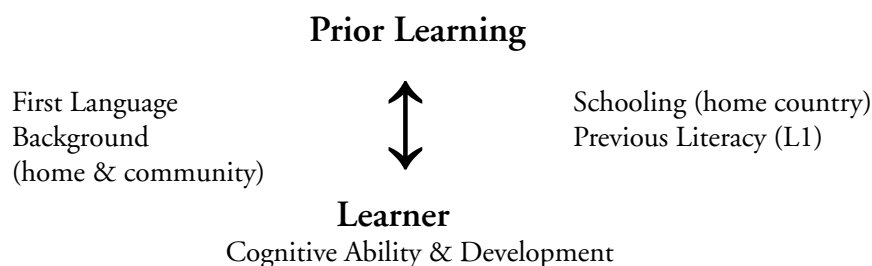
Initially, students may be insecure with their writing skills, especially at this level when vocabulary affects expression. Students may write in broken phrases but still need to be responded to and encouraged. For the purpose of self-expression and tapping into their prior knowledge on various topics,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

Curriculum Overview

Prior Learning

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

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



EAL 701A Overview

Oral Communication

Oral communication is a two-way process between the speaker and the listener. It involves the receptive skill of listening as well as the productive skill of speaking.

Listening

At the beginning of this course, students will be working on the development of their listening comprehension skills. Students should have ample opportunities to listen to prepared, everyday conversations or brief narratives (2-5 minutes) in English to identify the overall idea or general meaning. After listening to the passage several times, students should listen to it again while reading the corresponding transcript to increase awareness of phoneme/grapheme correspondences and English pronunciation. Students will be expected to learn the linguistic elements necessary for comprehension of basic audio/visual texts (basic grammar and vocabulary). Listening occurs simultaneously with reading when students are following a text. Students' ability to understand needs to precede their ability to speak. They need an extensive receptive knowledge base in order to be able to communicate effectively.

Speaking

Speaking involves listening as students hear sounds and messages with which they will use to communicate. Some sounds will be unfamiliar to many students as they may not have heard such sounds before in their first language. In some cases, they will learn how to pronounce the sound or word in order to “hear” it most effectively. This is very challenging for students at this level. They need a great deal of explicit modeling and practice.

Pronunciation includes such features as stress, rhythm, and intonation, some of which may not exist in a student’s first language. This course focuses on these aspects of oral production in each of the speaking objectives where students perceive the sounds, produce them with lots of practice and then make predictions on new sounds to demonstrate their understanding of pronunciation rules in context). Oral fluency is the main goal of teaching oral production, which can be explained as the ability to express oneself intelligibly, reasonably accurately and without too much hesitation. Everyday expressions and strategies used in conversations (opening, turn taking, eye contact, closing), pronunciation (phonemes, morphemes, stress, rhythm and intonation) will be integrated throughout the course.

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

Overview of 701A Curriculum Outcomes

General Curriculum Outcomes

GCO 1	GCO 2	GCO 3
Students will be expected to listen and speak to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.	Students will be expected to communicate information and ideas effectively and clearly, to respond personally and critically	Students will be expected to interact with sensitivity and respect, considering, audience and purpose.

Specific Curriculum Outcomes

Students will be expected to...

<p>1.1 demonstrate listening comprehension of general meaning (gist) from a prepared English passage read aloud.</p> <p>1.2 demonstrate the ability to identify key elements (specific details) from a listening passage read aloud.</p> <p>1.3 demonstrate listening comprehension of specific information in simple directions and instructions with contextual and visual support.</p> <p>1.4 demonstrate listening comprehension of specific information from short classroom presentations on personal and familiar topics, with contextual and visual support.</p> <p>1.5 demonstrate the ability to understand clearly articulated, simple English on personal and familiar topics in highly structured, interactive situations.</p> <p>1.6 ask questions to inquire, interpret and clarify their ideas and information.</p> <p>1.7 express their own ideas, opinions and feelings and experience in mainly informal contexts.</p> <p>Listening Outcomes: 1.1-1.5 Speaking Outcomes: 1.6-1.7</p>	<p>2.1 demonstrate the ability to listen for comprehension and to be able to make inferences to formulate responses.</p> <p>2.2 present basic information and ideas in comprehensible English.</p> <p>2.3 respond appropriately in basic communicative exchanges.</p> <p>2.4 participate effectively in basic communicative exchanges.</p> <p>2.5 use correctly the grammatical structures of spoken English appropriate for this level.</p> <p>2.6 use appropriately some basic intonation patterns of spoken English to communicate meaning accurately.</p> <p>Listening Outcomes: 2.1 Speaking Outcomes: 2.2-2.6</p>	<p>3.1 listen to make inferences regarding a speaker's basic purpose and message.</p> <p>3.2 distinguish between formal and informal communication situations.</p> <p>3.3 use some appropriate basic communicative techniques in formal and informal language situations.</p> <p>3.4 use correctly the grammatical structures of spoken English appropriate for this level.</p> <p>3.5 use appropriately some basic pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.</p> <p>Listening Outcomes: 3.1 & 3.2 Speaking Outcomes: 3.3-3.5</p>
---	---	---

NB: Objectives are listed sequentially; however, there is flexibility in this sequence. Also, EAL 701A offers students several opportunities to practice and repeat all language skills (primarily listening and speaking).

Curriculum Guide Organization

Overview

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

The Four-Column Spread

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

Page One

Page Two

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

Sensitive Topics

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

GCO

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

Specific Curriculum Outcomes

Students will be expected to:

- 1.1 demonstrate listening comprehension of general meaning (gist) from prepared English texts.

Elaborations - Strategies for Learning and Teaching

The intent of outcome 1.1 is to have students show they understand the general meaning of a brief, prepared listening passage (2.5 min) that comes from a prepared English text. Since students at this level may have little to no oral production skills, they can show their understanding through various means, such as checking a picture or symbol that represents the overall meaning (see *Glossary of Teaching Strategies*, Appendix J). Students who do have production could be challenged to share their responses with others. Students can also predict the general meaning before they listen to the passage.

This outcome asks students to identify the general meaning, while the next two outcomes (1.2 and 1.3) have students show their understanding of more specific details. Teachers may want to begin with outcome 1.3 for students who are new to the school.

Challenge students to:

- participate in a pre-listening activity (a warm-up, introducing students to the general context for listening), reacting to words in a title or a visual.
- think about the general topic covered in the listening passage by asking them to a) read the title on the board or in a textbook or b) examine a picture and c) predict the overall meaning on the context after reading the title or looking at a visual.
- share their predicting responses with others (think/pair/share) and report their thoughts to the entire class.

Invite students to:

- examine additional photos, titles, etc.
- predict the overall meaning;
- share their responses with others in the class;
- repeat this outcome and its strategies at the beginning of each unit.

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

Tasks for Instruction and/or Assessment

Observation

- Complete a checklist or pictograph, identifying the general meaning of a listening passage based on its title or visual.

Pen and Paper

- Complete exercises and activities (fill in the blanks in a conceptualized sentence, match to a synonym and/or read texts with highlighted words and match).
- Complete exercises/activities on the applicable vocabulary within the context of the main idea.

Journal

- Write a journal entry, expressing what a photograph means to him/her (see *Student Dialogue Journals*, P. 36).

Additional activities for students that promote active listening, but do not require production (see *Activities for Beginner Listeners and Activities Using Pictures*, Appendix C).

Resources/Notes

North Star 1: Focus on Listening and Speaking: Introductory (Longman):

Unit 1: “Far Away Friends,” pp. 2-3.
Theme: Friendship

North Star 1: Focus on Listening and Speaking: Introductory

(Longman):

Unit 1, pp. 4-5

Unit 1, p. 6 (Exercise A, Listening to the beginning of conversation, then answer questions)

***North Star 1:**

(each unit has a photo/title, pp. 23, 45, 65, 83, 101, 123, 147, 169, 171)

Teachers may use photos, titles, of topics that are applicable to students’ interests. Since this is the first specific outcome, teachers may want to use pictures of different cultures reflected in the classroom as an ice-breaker to welcome students. Depending on students’ speaking and comfort levels, they could also bring in photos of their own friends for discussion.

Teachers could also use pictures of PEI/ Canada to share with students for this outcome.

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

Specific Curriculum Outcomes

Students will be expected to:

- 1.2 demonstrate the ability to identify key elements from a listening passage read aloud (by the teacher or speaker).

Elaborations - Strategies for Learning and Teaching

Outcome 1.2 follows 1.1 in a natural sequence as students are showing their ability to find key elements from a listening passage. Key elements at this level could include the identification of specific details or main ideas of a brief narrative. Teachers can allow students to read the text to make connections between sound systems and the English alphabet. Students can review the oral language and grammar skills necessary for controlled practice of productive skills. This may also include listening to the alphabet, vowel sounds, and reviewing such rules.

Challenge students to:

- prepare for the listening passage by taking a general-knowledge quiz, sharing information, and reviewing the necessary vocabulary and grammar for comprehension.
- identify the main ideas/specific details of the reading passage.
- listen to a second passage that builds on the theme of the first.
- identify main/ideas/specific details of the second passage.

Invite students to:

- compare and contrast the main ideas between the first listening and second.
- identify the characteristics of contrast viewpoint, genre and tone.
- apply the content, language and grammar they have practiced in this unit.

Encourage students to:

- learn about other friendship organizations in addition to Friendship Force, EIL and AFS (see p. 22, Unit 1).
- repeat this outcome while working through the listening passages in Unit 2 (see *Teacher Talk* in the Resources/Notes, p.45).
- listen to a short story and draw on what you remember from the story.
- listen to a short story and then sequence picture cards to go with the story.

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

Tasks for Instruction and/or Assessment

Observation

- Complete a checklist and identify the key events or main details of the listening passage.

Pen and Paper

- Complete exercises and activities (fill in the blanks, multiple choice, etc) to identify specific details of the passage.
- Complete exercises and activities where they are identify sound systems and the English alphabet.
- Complete exercises on letters of the alphabet and vowel sounds and vowel rules.
- Fill in the blanks on information about a friend.

Presentation

- Listen to a friend's responses on specific background information and share it with a small group or the class.

Pen and Pencil

- Complete "fieldwork" exercises.

Resources/Notes

North Star 1: Focus on Listening and Speaking: Introductory (Longman):

Unit 1: "Faraway Friends," (Exercise A, Listen for Main Ideas and Details) p. 6:
Theme: Friendship

North Star1, Listening and Speaking,
Unit 1:
(Making Inferences and Expressing Opinions) p. 7

North Star 1, Listening and Speaking,
•pp. 10-14 (Students repeat outcome in listening two, using Unit 1 vocabulary)

•pp. 15-17 (Students review present and past tense, and verb to be; teachers may use additional grammar exercises from Basic English Grammar, pgs. 7-20, Chapter 1, "Using Be.")

•pp. 20-22

* **Teacher Talk:** North Star 1, Unit 2, pp. 19-36.

***Note-** teachers can work through Unit Two, "Do You like Rap Music?" in its entirety, pp. 19-36. They will be addressing objectives 1.1 and 1.2, from approaching the topic, listening to the passages, and then to exploring the passages. This unit's theme is on rap music, but teachers may choose a variety of genres to explore with students (see *Listening and Speaking Activities*, Appendix C and D).

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

Specific Curriculum Outcomes

Students will be expected to:

- 1.3 demonstrate listening comprehension of specific information in simple directions and instructions, with contextual and visual support.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to have students show their understanding of specific information by responding nonverbally to a series of directions, instructions or commands. It is useful for students to be explicitly taught “how” to respond to classroom directions since some will not have speaking skills at the beginning of this course. Teachers may choose to complete this outcome earlier in the course, depending on the needs of the students.

Challenge students to:

- respond nonverbally to classroom directions.
- follow a series of Total Physical Response (TPR) commands (see *TPR Activities*, p. 93).

Invite students to:

- follow directions to order a group of pictures that correspond to the sequence of a simple story or brief listening passage read aloud.
- arrange symbols on a map while following a short visually supported teacher presentation.
- create recipes.

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

Tasks for Instruction and/or Assessment

Observation

- Complete checklists (See *TPR activities*, p. 93).

Presentation

- Create a scavenger hunt in pairs around the classroom/school library, using directions to get to various locations (illustrate understanding of specific information in simple directions).
- Complete inferencing exercises on a brief listening passage to show understanding of main ideas and specific details.

Pen and Paper

- Complete exercises and activities (Teachers can have students read the school website for information on the school, or teachers can read various sections to students. Students can work together to answer questions, showing their understanding of the information they have read/heard).

Resources/Notes

(TPR Checklist-Appendix)

(see Listening Activities for Beginner Listeners, Appendix C).

* Teachers can use school websites as informational tools to conduct a scavenger hunt/questionnaire where students must find specific details (classtimes, Christmas break, parent-teacher)

* Teachers may consider using rubrics to assess collaboration skills, task completion, and personal achievements (see *Self Assessment Checklists*, Appendix E -H).

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

Specific Curriculum Outcomes

Students will be expected to:

- 1.4 demonstrate comprehension of specific information from short classroom presentations on familiar and personal topics of interest with contextual and visual support.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to have students show their understanding of specific information from presentations on topics of interest. Familiar and personal topics may include “special possessions” within a given culture. Class presentations are brief at this level and students make use of contextual and visual supports. For example, they may bring in special possessions or photos to share with others as they explain their importance of them to the class. Descriptive language will also be identified and practiced as students use adjectives to describe.

Challenge students to:

- investigate the value of special possessions (e.g. jewelry) in other cultures.
- bring an object (picture, jewelry, possession) into the classroom that has special meaning.
- prepare for comprehension of specific information of classroom presentations by reading background information on listening activity and listening to the reading passages.

Invite students to:

- play a game of “What is it?” to practice using adjectives to describe objects.
- identify three adjectives that will describe this object or special possession.
- practice using adjectives to describe their object and to write descriptive phrases.

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

Tasks for Instruction and/or Assessment

Pen and paper

- Complete the chart on jewelry in my country.

Performance

- Participate in a pair/share activity by listening to your partner's description of his/her object.
- Complete exercises on defining, identifying, and using adjectives to describe.

Journal

- Write a journal entry expressing what your special possession means to you.
- Write a journal response on the movie Blood Diamond.

Presentation

- Present your special possession to the class in a show and share activity.

Resources/Notes

North Star 1, Focus on Listening and Speaking, Introductory, Unit 4, "Something Valuable," pp. 65-74.

- Teachers will repeat outcomes 1.1 and 1.2 in this Unit as well.
- Teachers may want to begin Unit 4 with a showing of the movie Blood Diamond, (see p. 73, Unit 4). Students can show their understanding of specific information by creating posters (as visual representations) of the movie for classroom presentations. These could be advertisements.
- Teachers can also incorporate research on the diamond market in Africa, being sensitive, of course, to students from such areas.

Grammar Section in North Star, Unit 4, pp. 74-79 focuses on the *Simple Present*. Teachers may supplement this grammar section with more exercises from Azar's Basic English Grammar, Unit 3, pp. 22-33.

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

Specific Curriculum Outcomes

Students will be expected to:

- 1.5 demonstrate the ability to understand clearly articulated, simple English on familiar and personal topics in highly structured interactive situations.

Elaborations - Strategies for Learning and Teaching

In this outcome students are showing their ability to understand information from structured interactive situations. They may use contextual clues to understand text and read and review the necessary background information and necessary vocabulary for comprehension of the listening passage. Although this is a listening outcome, students may also practice pronunciation using words and vocabulary, as they show their comprehension of the information they are hearing.

Challenge students to:

- use the information presented (from a prepared recorded conversation or a classroom presentation on an everyday topic) to complete a specific task (see *Pen and Paper* next column).
- read and review the necessary background information and necessary vocabulary for comprehension of the listening passages.
- prepare for the listening by reading the paragraph and answering discussion questions.
- listen to a passage/piece of music using active listening skills.
- take part in a think, pair, share session brainstorming the gist, then the main ideas of the song.
- partake in a collaborative learning activity (groups of 3), listening to a song (a rap song, see Unit 3 or a song by a Canadian artist (teacher chosen) and discuss the meaning using contextual clues and the applicable background information, vocabulary and grammar necessary for comprehending specific details in the song.
- listen to other groups' Canadian song selections and discuss the meaning of the song.

Invite students to

- participate in a think, pair share activity, creating and presenting a role play of a phone conversation (functional topic) participate in a music project as a group, on a Canadian/international band/artist of interest. Students can use the same strategies as above to determine the meaning of the song's lyrics to be shared with others (see *Listening & Speaking Activities*, Appendices C & D).

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

Tasks for Instruction and/or Assessment

Pen and Paper

- Fill in a school agenda with such things as class times and assignments.
- Take phone messages.
- Complete preparing to listen and multiple choice exercises on rap music.
- Complete true/false and discussion questions on the listening.
- Listen to another song and compare the two listening passages.
- Write out the role play with each student taking the role of speaker or listener.

Performance

- Examine the picture on p. 45, North Star 1 and discuss questions with a partner (predict).

Presentation

- Present discussion responses to the class.
- Create a role play and present it to the class “live” or as a recording.
- Share their favorite musical artist (s) with the class, working collaboratively to interpret the song.

Resources/Notes

High School Agenda

North Star 1, Unit 3, pp. 45-54.

* Teachers may want to substitute RAP music for another genre of music.

* Grammar section on pp. 55-57, “Simple Present Tense with Non-Action (Stative) Verbs.” Supplementary exercise can be found on pp. 111 and 114 in Azar’s Basic English Grammar.

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

Specific Curriculum Outcomes

Students will be expected to:

1.6 ask questions to inquire, interpret and clarify their ideas and information.

* Specific Curriculum Outcomes 1.1-1.6 can be repeated as teachers work through Units 3 and 4.

Elaborations - Strategies for Learning and Teaching

Challenge students to:

- create questions using be/have, the basic modals (can, will, should, could, would), and questions in simple present, present progressive, future and simple past tense (see *Grammar Chart*, Appendix B).
- practice listening to main ideas in responses.
- practice asking questions without preparation, while the conversation is in progress.
- practice conversational strategies (e.g., asking questions, responding, turn taking, eye contact).
- participate in a think pair share brainstorming activity on questions and topics of interest when surveying or interviewing a partner.
- survey activity (with a student from another culture), using the question formation structure they have learned above to create questions (to inquire) that are socially and culturally appropriate.
- note cultural sensitivity when creating questions (i.e., asking a person how much they earn may be more socially acceptable in some cultures rather than others).
- provide samples of alternate ways to respond to questions.

Invite Students to:

- play games involving question formation such as “Twenty Questions”.

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

Tasks for Instruction and/or Assessment

Pen and paper

- Fill in the blank exercises demonstrating the usage of accurate question forms (formation and structure).
- Short tests/quizzes on basic question formation.

Performance

- Conduct a survey of personal habits or opinions (e.g., What kind of activities/things do you like to do with other people? What kinds of things do you prefer to do alone?)

Presentation

- Present the survey results to the class.
- Present observation results to the class.

Resources/Notes

North Star 1, Speaking, Section 5.
Unit 3, pp. 58-59.
Unit 4, pp. 80-81.

Unit 2, P. 37

Students can select topics/questions that come out of their brainstorming session, to complete a survey or they can create their own using pp. 217 or 218 in North Star 1.

* As students move more into the speaking strand in this outcome, teachers may want to have them review pronunciation sections: Unit 1 (Rhythm, pp. 18-21), and Unit 2 (Syllables and Word Stress, pp. 36-41)

* For additional speaking exercises, please see Unit 3, pp. 12-25 in Clear Speech from the Start and Units 1-4, pp. 4-16, and Unit 17, pp. 64-66 in Pronunciation Pairs.

* Teachers can give students opportunities to continue to practice the first set of outcomes as they work through units 3 and 4.

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

Specific Curriculum Outcomes

Students will be expected to:

- 1.7 express their own ideas, opinions, feelings and experiences in mainly informal contexts.

Elaborations - Strategies for Learning and Teaching

This outcome gives students the opportunity to learn and practice conversational strategies (such as asking questions, responding, turn taking, eye contact) in order to express opinions.

Students will also have opportunities to use specific vocabulary needed to complete tasks (phrases including opinions, feelings, emotions, new vocabulary, basic verbs and nouns). Students may use sequential organizers to logically sequence ideas and comments.

Challenge students to:

- respond appropriately to comments and questions.
- produce a role play and have learners prepare a fictional conversation in character.

Invite students to:

- role play a scenario in pairs. Give them 10 minutes to prepare a conversation between the two “characters”.

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

Tasks for Instruction and/or Assessment

Pen and Paper

- complete exercises and short quizzes on basic verbs and nouns.

Presentations

- participate in pair work, small group discussions, whole-class discussions and informal presentations.
- produce a conversation of several minutes length.
- present a conversation that is relevant to the scenario (unit 4 and unit 5) assigned.
- present a role-play relevant to the scenario.

Observations/ Pen and Paper/ Presentation

- participate in pair work to complete online research (in computer lab) on Alzheimers.
- create an informational brochure and present the brochure to the class.
- participate in small group or whole class discussion on the movie The Notebook.
- present a movie evaluation which focuses on the implications of Alzheimer's.

Resources/Notes

North Star 1, Unit 5, p. 83

Teachers can have students work through Unit 5, "Together is Better", pp. 83-100.

* Teachers may ask students to practice their research and reporting skills by completing Research Topics p. 218.

North Star 2, Unit 6, p. 101

Students can repeat outcome 1.7 as they work through Unit 6 pp. 101-121.

* Students have just completed Unit 6, conversation and role play scenarios can be created on the topic of business development on PEI. Students can do research on various businesses. Then they can show how to express their opinions by role playing a scenario where they are promoting their business and its creativity.

The movie The Notebook could be used to explore the implications of Alzheimer's on an elderly couple.

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

Specific Curriculum Outcomes

Students will be expected to:

- 2.1 demonstrate the ability to be able to make inferences to formulate responses.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to make inferences from listening passages.

Students will also be able to demonstrate their usage of basic grammar and vocabulary with an acceptable degree of accuracy and fluency (see **Grammar Chart**, Appendix B).

Challenge students to:

- comprehend main ideas and most details of a prepared monologue.
- listen to a short prepared passage and answer questions focusing on inference.
- identify from a list which statements can be inferred from a conversation (a short recorded everyday conversation) between two interlocutors.
- listen to recorded, prepared conversations or short passages.
- identify a list of inferences that can be made based on the passage heard.
- state what words in the passage conveyed that inference (certain vocabulary or idiomatic expressions, tone of voice, intonation) information from both texts.

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

Tasks for Instruction and/or Assessment

Presentation

- Retell a story in a small group before class presentations.

Observation/Presentation

- Prepare and present a short oral presentation to the class. The presentation should be on a topic of personal relevance to the class, such as holidays in your home country, if feasible.

Observation

- Demonstrate usage of basic grammar and vocabulary with an acceptable degree of accuracy and fluency.

Resources/Notes

North Star 1, Unit 6, p. 101

* Students can work through this unit, practicing outcomes 1.1-1.7, and then they can prepare their presentations.

* For additional work on inferencing, see page 70, Unit 4;

p. 89, Unit 5;

p. 130, Unit 7;

p. 152, Unit 8;

p. 175, Unit 9;

pp. 195-196, Unit 10

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

Specific Curriculum Outcomes

Students will be expected to:

2.2 present basic information and ideas in comprehensible English.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to speak for approximately five minutes, using comprehensible pronunciation. Students will use basic grammar and vocabulary (see **Grammar Chart, Appendix B**) with an acceptable degree of accuracy and fluency.

Challenge students to:

- prepare a short informal oral presentation on a topic of interest.
- organize content in a comprehensible manner (e.g., sequentially).
- prepare a short informal oral presentation on a topic of interest.
- retell the story of a movie or book they have recently read.

Invite students to:

- share information from short, prepared text with a partner who has a different text on a similar topic and together compile a list of questions covering information from both texts.

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

Tasks for Instruction and/or Assessment

Pen and Paper:

- complete exercises on identifying the main ideas and details of a prepared monologue.
- complete exercises on identifying inferences from a particular passage.

Observation/Presentation:

- After hearing the teacher read aloud, prepare a short letter requesting help with a problem, you must respond orally to the letter and give the writer appropriate advice.
- present a roleplay relevant to the scenario.

Resources/Notes

North Star 1, Unit 7, p. 123
Students work through the unit, practicing outcomes 1.1-2.1.

Research and Alternative Speaking Topics on p. 146 can be used to give students more opportunities for speaking and presentation.

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

Specific Curriculum Outcomes

2.3 respond appropriately and participate effectively in basic communicative exchanges.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to show their ability to respond in a socially acceptable manner. Responding appropriately may include being diplomatic and considerate when expressing ideas, some of which may differ from one speaker to the next. Basic communicative exchanges may include everyday conversations with family and friends, using comprehensible basic grammar and vocabulary (see *Grammar Chart*, Appendix B).

Challenge students to:

- use everyday conversation.
- express opinions and ideas (based on sample situations).

Invite students to:

- role play everyday conversations.
- interview each other on a topic of interest, such as the placement in the family (eldest, middle child, youngest), being a sibling or an only child.

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

Tasks for Instruction and/or Assessment

Observation/Presentation:

Task #1:

On separate cards, provide a range of topics sufficient that each pair of students has a different topic for two minutes. When the time has elapsed, have students switch cards with another pair and discuss a different topic. (A discussion relay on a topic they have identified from a brainstorming session).

Task #2:

Divide the class in half and have students stand or sit facing each other in two lines. On the board, write a list of questions on a range of topics appropriate to the level of the class (i.e. personal information, opinions on simple issues, past experiences). For three minutes, students must converse on the topics listed with the student opposite them. When three minutes are up, one line of students moves one position and repeats the conversation with a new partner. Continue until all students in one line have spoken to all students in the opposite line.

Resources/Notes

North Star 1, Unit 8, p. 147

Students work through the unit, practicing the previous outcomes.

For 2.3, students can complete the Function and Production sections of Units 8, 9, and 10.

Unit 9, North Star 1, p. 169

Unit 10, North Star 1, p. 191

Teachers may consider using rubrics to assess collaboration skills, task completion, and personal achievements

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

Specific Curriculum Outcomes

Students will be expected to:

- 2.4 use correctly the grammatical structures of spoken English appropriate for this level. (low-mid beginning.)

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to practice using the correct grammatical structures appropriate for the low-mid beginning level.

Although grammar is taught in context (within Units or Themes), teachers can review the beginning grammatical structures addressed while having worked through outcomes 1.2-2.3:

Unit 1: Present and Past Tense of Be

Unit 2: Present Progressive

Unit 3: Simple Present Tense with Non Action (Stative) Verbs

Unit 4: The Simple Present

Unit 5: Like to, Want to, Need to

Unit 6: There is/ There are/ There was/ There were

Unit 7: Simple Present Tense

Unit 8: Simple Past and Past Progressive

Unit 9: The Future with Be Going To

Unit 10: Should for Ideas and Opinions

Challenge students to:

- demonstrate the correct usage of grammatical structures for this level-beginner. (see **Grammar Chart**, Appendix B).

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

Tasks for Instruction and/or Assessment

Pen and Paper:

- Complete grammatical exercises throughout North Star 1 and additional exercises in supplementary texts.

Observation/Presentation:

- Practice the correct grammatical structures of spoken English in various presentation formats (e.g., role play, monologue, dialogue, interview).

Resources/Notes

Grammar Sections of:

North Star 1, Units 1-10 (Introductory Level)

Although students will be working through the pen and paper exercises on grammar in the main and supplementary texts, teachers can look for correct grammar usage (at this level) in other student tasks like role plays dialogues, presentations.

See pp. 223-224 in North Star 1 for Grammar Book References.

North Star 1, Grammar exercises mainly focus on Verb tenses, other parts of speech and structures (nouns, pronouns, adjectives, adverbs, question forms, etc.) are addressed within each unit. For additional exercises, teachers can use Azar's Basic English Grammar.

Grammar Reference Chart (see appendices) Under SCO 2.4 and GCO2, students should have knowledge of and be able to show two-thirds of the correct grammatical structures listed on the chart in the practice.

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

Specific Curriculum Outcomes

Students will be expected to:

- 2.5 use appropriately some basic pronunciation, stress, rhythm and intonation patterns of spoken English to communicate meaning accurately.

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to practice basic pronunciation skills, stress, rhythm and intonation patterns of spoken English. Such opportunities will involve various communicative exchanges, such as asking questions and giving responses. Students will also have practice distinguishing between long and short vowels (lip/leap); consonants and consonant clusters (tea/tree/three); voiced and unvoiced consonants (pit/bit); finish statements with falling intonation and finish questions with rising intonation.

Challenge students to:

- demonstrate the correct usage of grammatical structures for this level-beginner.

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

Tasks for Instruction and/or Assessment

Pen and Paper:

- complete grammar and pronunciation exercises throughout North Star 1 and additional exercises in supplementary texts.

Resources/Notes

Pronunciation Sections of:

North Star 1, Listening/Speaking, Units 1-10 (Introductory Level) - See Pronunciation sections

Basic English Grammar, ESL Kit

Clear Speech from the Start

Pronunciation Pairs

Sound Patterns may include teacher prompts such as:

- “Listen to my voice when I read these questions.”
- “What do you hear at the end of each question?”
- “Move your hands to show what my voice does.”

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

Specific Curriculum Outcomes

Students will be expected to:

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

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to provide ample opportunities for students to listen to simple dialogues in survival and basic school contexts (e.g. accomplishing tasks in school and the community). Students will be able to identify basic grammar in everyday communicative situations, as well as the pronunciation skills (intonation, tone of voice, rhythm) that are used to convey a purpose and message.

Challenge students to:

- identify the situation and relationship between the speakers.
- identify the main idea of most dialogues (students may miss some details).

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

Tasks for Instruction and/or Assessment

Observation/Pencil and Paper

Task #1

Listen to short simple conversations (e.g., 2-5 minutes in length, repetition of ideas, slow rate of speech, restricted use of idiomatic expressions) in common, mainly informal situations and have students identify the purpose, context, and main idea of the conversation.

Task #2

Present a short dialogue of a common situation (e.g. an appointment with a doctor, requesting transportation information, a conversation between a student and a teacher). The student must identify the speakers and their relationship and the main idea of the dialogue.

Presentation

Role play a scenario in a work shop looking for work.

Debate city living with country living.

Resources/Notes

North Star 2, Beginner/Low Intermediate Listening/Speaking - Unit 1, p. 1

North Star 2, Unit 2, p. 17

Teachers can work through these units as they repeat outcomes 1.1-2.5. For specific work on making inferences, see page 5, Unit 1, and pp. 21-22, Unit 2.

North Star 2, Production, p. 15, Unit 1

North Star 2, Production, pp. 34-35

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

Specific Curriculum Outcomes

Students will be expected to:

3.2 distinguish between and informal communication situations.

Elaborations - Strategies for Learning and Teaching

The intention of this is to expose students to sample dialogues taken from a range of common situations (formal and informal). Sample dialogues with formal and informal language could include those with basic informal language such as hi vs hello, and can vs would, for basic polite question forms.

Challenge students to:

- identify the situation and relationship between the speakers.
- identify the main idea of most dialogues (students may miss some details).

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

Tasks for Instruction and/or Assessment

Pen and Paper

- Present several short dialogues and have students identify the relationship between the speakers (e.g. friends, family, coworkers, boss/employee, teacher/student, doctor/patient).

Observation/Presentation

- Give students a list of sample communicative situations and have them identify which would be formal and informal. Have students support their conclusions.
- Role play formal and informal conversations.

Resources/Notes

North Star 2, Beginner/Low Intermediate - Unit 5, Etiquette, p. 73

* Teachers can use listening one as the formal conversation and have students create an informal conversation.

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

Specific Curriculum Outcomes

Students will be expected to:

3.3 use some appropriately basic communicative techniques in formal language situations.

Elaborations - Strategies for Learning and Teaching

This outcome is an extension of outcome 3.2 which had students distinguish between formal and informal situation. Now they are being asked to practice such formal and informal situations in speaking. Students will have opportunities to practice communicative exchanges, such as expressing disagreement, expressing lack of comprehension and requesting clarification.

Challenge students to:

- identify the situation and relationship between the speakers.
- identify the main idea of most dialogues (some may miss some details).

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

Tasks for Instruction and/or Assessment

Pen and Paper

- Write short dialogues showing your understanding of formal and informal language.

Presentation

- Present your dialogues.

Observation/Presentation

- Present your dialogues as role plays.

Resources/Notes

North Star 2, Beginner/Low Intermediate - Unit 5, p. 87

See Production and Alternative Speaking Topics on pp. 87-88.

Teachers may consider using rubrics to assess collaboration skills, task completion, and personal achievements

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

Specific Curriculum Outcomes

Students will be expected to:

- 3.4 use correctly the grammatical structures of spoken English appropriate for this high-beginning level.

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to practice using the correct grammatical structures appropriate for the high beginning level.

Although grammar is taught in context (within Units or themes), teachers can review the high beginning grammatical structures addressed while having worked through outcomes 2.4-3.4:

- Unit 1: Descriptive Adjectives
- Unit 2: Demonstrative Adjectives
- Unit 3: Comparative Adjectives
- Unit 4: Simple Past: Yes/No + Wh Questions
- Unit 5: Could and Would in Polite Questions
- Unit 6: Adverbs and Expressions of Frequency
- Unit 7: Count and Non-Count Nouns
- Unit 8: Can and Can't
- Unit 9: Should, Ought to, and Have to
- Unit 10: Future with Will, May, and Might

Challenge students to:

- demonstrate the correct usage of grammatical structures for this level-beginner. (see **Grammar Chart**, Appendix B)

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

Tasks for Instruction and/or Assessment

Pen and Paper:

- Complete grammatical exercises throughout North Star 1 and additional exercises in supplementary texts.

Observation/Presentation:

- Students practice the correct grammatical structures of spoken English in various presentation formats (role play, monologue, dialogue, interview, etc).

Resources/Notes

North Star 2, Units 1, 2, & 5
(Beginning Level)

Basic English Grammar, ESL Kit

Although students will be working through the pen and paper exercises on grammar in North Star and the supplementary text, teachers can look for correct grammar usage (at this level) in other student tasks like role plays dialogues, presentations, etc.

Grammar Reference Chart (see appendices) Under SCO 2.4 and GCO2, students should have knowledge of and be able to show two-thirds of the correct grammatical structures listed on the chart in the practice (from the chart).

Teachers will be covering descriptive and demonstrative adjectives in Units 1 and 2, as well as could and would in Polite Questions in Unit 5. See the Grammar Book Reference, North Star 2, pp. 195-196 for identification of other grammatical structures to be covered.

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

Specific Curriculum Outcomes

Students will be expected to:

- 3.5 use appropriately some basic pronunciation, stress, rhythm and intonation patterns of spoken English to communicate meaning accurately.

Elaborations - Strategies for Learning and Teaching

Challenge students to:

- demonstrate the correct usage of pronunciation skills for this level-beginner.

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

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete pronunciation exercises throughout North Star 1 & 2 and additional exercises in supplementary texts.

Resources/Notes

North Star 1, Units 1-10 (Introductory Level)

North Star 2, Units 1, 2, & 5 (Beginning Level)

Clear Speech from the Start

Pronunciation Pairs

Teachers can refer to the Scope & Sequence sections XVII in North Star 1 and North Star 2 to review pronunciation skills covered (speaking). Then they can supplement these skills with exercises from Clear Speech from the Start and Pronunciation Skills.

Appendices

Appendix A: EAL 701A Standards

	Beginning	Mid Beginning	High Beginning
Listening/ Receptive	Learner has some literacy skills in a language other than English.	Learner has some quite basic interpersonal communication skills (BICS).	Learner has some basic interpersonal communication skills (BICS).
	Learner has a minimal amount of basic interpersonal skills (BICS) and negligible listening and comprehension skills in English.	Has very limited academic skills in listening and comprehending English	Has limited academic skills in listening and comprehending English.
	Learner can understand a very limited number of common individual words, simple phrases and sentences (i.e. greetings and simple instructions) in context with support (repetition, gestures, translation).	Learner can understand a limited number of common individual words (concrete), simple phrases, and simple short sentences within topics of immediate personal relevance and when spoken slowly and with frequent repetitions.	Learner can understand key words, formulaic phrases (How are you doing?) and most short sentences in simple predictable conversations on topics of immediate personal relevance, and when spoken slowly and with frequent repetitions.
	Requires significant wait time when responding.	Can follow simple personal information questions and simple commands or directions related to the immediate context.	Can follow questions related to personal experience and an expanded range of common daily instructions, positive and negative commands and requests related to the immediate context.
	Has difficulty with common pace of English speakers.	Struggles to understand simple instructions if without clear contextual clues.	Frequently needs assistance (such as speech modification, explanation, demonstration)
	May not be able to perceive many English sounds.	Requires time to respond to questions.	May require additional time when responding.

	Beginning	Mid Beginning	High Beginning
Speaking/ Expressive			
	Has a Minimal amount of basic interpersonal skills (BICS).	Has some basic interpersonal skills (BICS).	Has some basic interpersonal skills BICS).
	Has negligible speaking skills in English:	Has very limited academic skills in speaking English.	Has limited academic skills in speaking English.
	Begins to name concrete objects;	Can communicate in a limited way some immediate and personal needs.	Learner can communicate with some difficulty basic needs in informal conversations.
	Can respond to basic questions about personal information;	Asks and responds to simple, routine, predictable questions about personal information.	Asks and responds to simple familiar questions, including WH questions, uses single words and short sentences.
	Has a very limited functional vocabulary;	May speak hesitantly, rephrasing and searching for words.	Demonstrates some control of very basic grammar.
	Has almost no control of basic grammar structures and tenses; Speaks in single-words utterances, isolated words or phrases of 2-3 words;	Shows little control of basic grammar structures and tenses.	Uses basic time expressions; the correct past tense is used only with some common verbs.
		Often uses present tense verbs.	Begins to use somewhat limited vocabulary.
	Often repeats the words spoken; May not be able to pronounce some English words; May switch to first language.	Demonstrates errors of omission (leaves words out, endings off).	May begin to use content vocabulary with support.
		Uses simple concrete words, phrases, and sentences.	May begin to use common idioms.
		Uses word order in English that reflects first language characteristics.	May use circumlocutions;
		Compensates for limited vocabulary by using known vocabulary and circumlocutions.	Sometimes uses incorrect words.
		Makes long pauses and depends on gestures in expressing meaning.	Evidence of some disconnected discourse (and, but).
		Pronunciation difficulties may significantly impede communication.	
May begin to self correct.			

Appendix B: Grammar Reference Chart

This chart shows the structures students are expected to learn through work done in the listening and speaking strands. These structures should be embedded in context rather than taught in isolation.

<p>Nouns</p>	<ul style="list-style-type: none"> • Count nouns: singular/plural of regular and high frequency irregular nouns (e.g. table/tables; child/children); low frequency irregular forms (e.g. living room, city street, golf club, pop singer). • Non-count nouns (e.g. water, money, bread, coffee, sugar) • Compound nouns (e.g. living room, city street, golf club, pop singer) • Cardinal numbers • Ordinal Numbers (e.g., first, fifth, twentieth) • Possessive form of proper and common nouns (e.g. Pablo's hat; the girl's book, the girls' book) • Articles a/an/the/no article • Gerunds for activities and pastimes (e.g. skating, swimming, fishing)
<p>Pronouns</p>	<ul style="list-style-type: none"> • subject pronouns (I, you, he, she, it, we, they) • Object pronouns (me, you, him, her, it, we, they) • Demonstrative (these/this, that/those) • Impersonal expressions (it + be, It is noisy in the classroom.) • Possessive (e.g. mine, yours, his, hers, its, ours, theirs) • Reflexive (e.g. myself, yourself, himself, herself, ourselves, yourselves, themselves)
<p>Verbs</p>	<ul style="list-style-type: none"> • To be (e.g. I am a student.) • There is/are; There was/were • To have (e.g. I have a sister.) • Can: for ability and permission (e.g. I can dance. I can go to the dance.) • would like + noun phrase (e.g. We would like more time.) • Simple Present (e.g. I live in Canada). • Simple Past regular Verbs (e.g. They talked to me.) • Simple Past high frequency irregular verbs (e.g. He came late.) • Simple past of low frequency irregular verbs (e.g. sink/sank, swim/swam, hold, held) • Modals: have to, must, can (e.g. I have to go now. I must stop because I'm tired.) • Simple future (e.g. We will meet in the library.) • Present Progressive (e.g. She was waiting for the bus.) • Future with going to (e.g. They're going to be late.) • Contractions with be, do, (e.g. She's sitting. We don't like that music.) • Imperative forms (e.g. Come in. Sit down.) • Infinitive forms after want/start/like (e.g. She wants to work.) • Let's (e.g. Let's ask the teacher.)

Adjectives	<ul style="list-style-type: none"> • Possessive (my, your, his, her, its, our, their) • High-frequency adjectives (e.g., red, big, rainy, young, Canadian, round) • Noun + 2 adjectives (e.g. shiny, fast cars). • Comparative/Superlative and forms (e.g., taller/tallest; happier/happiest; more beautiful, most intelligent) • Irregular forms + comparative, superlative (e.g. better/(the) best: worse/(the)worst.) • some, any, every, all • a little, a lot of/much/many
Adverbs	<ul style="list-style-type: none"> • adverbs that modify adjectives (e.g. <i>very</i> tall, <i>really</i> late.) • some adverbs of frequency and time (e.g. today, always, never, sometimes, then) • too • Of manner (e.g. verb + adverb: We sat quietly.)
Transition Words and Phrases	<ul style="list-style-type: none"> • conjunctions: and, but, or, because, so, since • like/unlike, similar to/different from • first, secondly, next, finally, as well
Questions Forms	<ul style="list-style-type: none"> • Yes/no (e.g. Are you a student? Yes, I am/No, I'm not. Do you live in Canada? Yes, I do. No, I don't. Will you join our group? Yes, I will/ No, I won't.) • Inverted word order: verb + subject (e.g. Was he studying?) • With do, can (e.g. Do you have it? Can I tell you?) • <i>Wh</i> questions (e.g. Where was is?)
Negation	<ul style="list-style-type: none"> • Be + simple present (e.g. He is not here/He isn't here.) • Be + simple past (e.g. They were not interested/ They weren't interested.) • Do (e.g., We don't like that; It doesn't work; We didn't watch the game.) • Will (e.g. They won't eat these cookies.) • Negative imperative (e.g. Don't sit there.)
Sentences	<ul style="list-style-type: none"> • Simple sentence: subject + verb+ object or prepositional phrase (e.g. She reads books. She reads in the classroom). • Direct speech (e.g. "I live on this street," said Milo.) • Indirect speech: no tense change (e.g. He said he lives on this street.)

Prepositions	<ul style="list-style-type: none"> • Of location (e.g. in, on, at, under, beside, on the right/left) • Of direction (e.g. to, from) • Of time (e.g. at, before, after, on, in) • With simple/literal phrasal verbs (e.g. take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over, etc.
Punctuation (Convention of Print but noted here for pronunciation purposes).	<ul style="list-style-type: none"> • Of location (e.g. in, on, at, under, beside, on the right/left) • Of direction (e.g. to, from) • Of time (e.g. at, before, after, on, in) • With simple/literal phrasal verbs (e.g. take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over, etc.
Sentences	<ul style="list-style-type: none"> • Simple sentence: subject + verb+ object or prepositional phrase (e.g. She reads books. She reads in the classroom). • Direct speech (e.g. “I live on this street,” said Milo.) • Indirect speech: no tense change (e.g. He said he lives on this

Reference

Language Reference Charts ESL Levels 1 & 2, English as a Second Language and English Literacy Development, Ministry of Education, The Ontario Curriculum, 2007.

Appendix C: Activities for Beginner Listeners

These activities promote active listening, but do not require production.

Discriminating Intonations

Listen to a series of sentences. Check column 1 if you hear **rising intonation**. Check column 2 if you hear **falling intonation**.

Selective Listening

Listen to a series of sentences. On your sheet are three verb forms. **Circle the verb form you hear.**

Word Recognition

- Match the word that you hear with its picture.
- Listen to a weather report. Look at a list of words and circle the words that you hear.
- Listen to a sentence that contains the time. Circle the time you hear among three choices.
- Listen to an advertisement. Listen for the price of an item and write the amount you hear. Listen to recorded telephone messages from an answering machine. Fill in the chart for each caller: name; telephone number; time; message.

Listen for the Missing Words

Listen to a short dialogue and fill in the missing words.

Name the Emotion

Listen to conversations and sentences. Check the emotional reactions you hear: interested; happy; surprised; unhappy; angry; bored.

Picture Sentence Match Up

Listen to a sentence describing a picture and select the correct picture.

Recognize the Topic

- Listen to a dialogue and decide where the conversation occurred. Circle the correct location among multiple choice items.
- Listen to a conversation and decide what people are talking about. Choose the picture that shows the topic.

Word Associations

Listen to a key word and associate all the related words that come to mind. Write a cluster diagram on the board.

Recognizing Familiar Words

Listen to words from a shopping list and match the words to the store that sells it.

Following Directions

Listen to a description of a route and trace it on a map.

LEVEL 2 - Either/or questions requiring one-word answers using either a noun or a verb.

For example: Do you like pineapples or bananas? Are you sitting on a table or a chair?

LEVEL 3 - What or where questions, requiring a single word or phrase.

For example: Where is phys. ed. class today? Outside. What are you doing? Reading a book.

LEVEL 4 - Questions that do not contain any part of the answer and students respond in full sentences.

For example: What are you thinking about? I'm worried about the science test. What did you do last Saturday? We went to the Farmer's Market. What are you wearing? I have jeans and a T-shirt on today.

It is easy to forget that questions have different complexity. Try to adjust questions to suit students' levels.

Genuine questions are ones which the tutor doesn't know the answer. For example: How many brothers and sisters do you have? What is your hometown like? Do you like seafood?

Display questions are tests of knowledge, not real communication. For example: Is this book blue or red? What time is it? (if you both can see the clock) Is Canada a big country? Display questions are useful for comprehension checks, but monitor how much you rely on these types of questions.

ACTIVITIES

Using Pictures



Pictures are a wonderful resource for teachers. Specifically, pictures contribute to:

- **interest and motivation;**
- **a sense of the context of the language;**
- **a specific reference point or stimulus**

The following activities using pictures should be easy to prepare, easy to organize, interesting, meaningful and authentic, and encourage listening, speaking, reading, and writing.

Where Am I?

Show a complicated picture to the students. The tutor says he or she is a mouse and hiding in the picture. The students must guess where he or she is hiding.

Student: Are you behind the tree?

Student: Are you in the old man's pocket?

Who Am I?

Show a complicated picture to the students. The teacher imagines that he or she is a particular person or object in the picture. The students must ask questions to find out who or what the tutor is.

What Happened to Me?

The tutor draws several pictures and maps on the boards which illustrate an experience in his or her life. The students ask questions to find out what happened. The activity naturally makes use of past tense forms.

Letters of Complaint

Give students a picture of an object or a place (hotel, holiday site, restaurant). The students must then write a letter of complaint about the object or place. Students may exaggerate and make a ridiculous complaint.

Describe and Draw

Work with the students with a picture or plan. Describe it so that the students can make an accurate drawing of it. They can ask questions to make the drawing as accurate as possible. Switch roles.

Happy Twins

Create a number of pairs of pictures. Students describe their picture and the tutor gives them the twin. To make a listening exercise, the tutor describes and the students give the twin picture.

Note:

Pairs can be (1) identical; (2) two halves of the same picture which has been cut up; (3) pictures representing opposites; (4) pictures representing “before” and “after”; (5) a famous person and what he or she is famous for etc.

Ambiguous Pictures

The tutor draws an ambiguous picture on the board. The students say what they think the picture is illustrating. The tutor does not support any particular interpretation. The tutor then adds more information to the drawing, making it less ambiguous.

Picture Details

Hinge flaps of paper over a picture so that the tutor can show small bits of the picture at a time. The students try to identify what the detail is and guess what the whole picture looks like.

Gift Game

The students have a number of pictures of objects and decide which object they would give as a present to different relatives or friends.

Variations: Place a pile of pictures of objects face down on the table. Give the students three pictures of people. The students pick an object and explain why they would give it to one of their people as a present.

Imaginative Matching

Students choose two pictures at random and they must find a connection between the pictures. Something the same or different for example.

Gapped Text

Give the students a passage with gaps (blanks). They complete the text by referring to a picture.

Story Line

Give the students a story line and some key points in the story, along with useful sentence pattern tables and a list of useful vocabulary and one or more pictures. The students write a story.

Newspaper Photographs

Give students a photograph taken from a newspaper or magazine. Students must think of a caption for the picture and write an article with a headline. Afterwards, show the students the actual caption, article, and headline for comparison.

The Best Food

Display various pictures of food. The students decide which are the healthiest foods and which are the least healthiest. This is an important lifeskills activity for students who are not knowledgeable about Canadian food.

Understanding Pictorial Symbols

Collect symbols from holiday brochures, road safety books, catalogues, clothing tags, bottles of poisonous substances, etc. Show the symbols to the students and ask them to tell their own interpretation, then explain proper meanings with appropriate vocabulary words to learn.

Shopping

Give students pictures of objects. The tutor has a shopping list. The tutor asks for items. Higher level students may ask detailed questions about what sort of item the tutor wants and discuss price. Change roles. The tutor may deliberately give the wrong object. Students protest and correct the tutor.

Cause and Effect

Because

Example: He caught a cold because he got wet.

Show students a series of pictures which depict situations which can lead to questions showing cause and effect. Practise making sentences explaining cause and effect.

Can/Because

Show students pictures which depict situations where in some cases there is ability to do something and in some other cases there is inability to do something. Discuss the ability (can) and the inability (can't) and the reasons why.

Example: Tutor: Can he see the girl?
Student: No
Tutor: Why not?
Student: Because the tree is in the way.

Would/If

Again, pictures to depict appropriate situations.

Example: Tutor: What would happen if she stood up?
Student: She would hit her head on the ceiling.

Going to/will

Tutor: I'm going to draw a house. First of all I'll draw the walls. Then I'll draw the door. Continue this way, continually contextualizing the future tense form. Practise orally then progress to written form to record the planned action.

True or False

Give students a picture and several sentences about it. They must decide which of the sentences are true and which are false. Have students create their own true and false statements about pictures and then about more abstract information.

SOURCE OF PICTURES

Newspapers

Old newspaper have many pictures. Cartoons and advertisements may also prove useful.

Magazines

Magazines geared to teenagers have many suitable pictures. Students can bring in their own favourite pictures. Specialist magazines provide hard-to-find photos. Look for action picture and photos of famous people.

Advertisement Flyers

There are many pictures coming to your door. Scavenge interesting, useful, or obscure objects. Keep or delete text.

Holiday Brochures

Wonderful colour pictures of places all over the world are available here.

Catalogues

These publications are full of thousands of different types of items.

Calendars

Calendar illustrations are big and colourful. Pictures of the Canadian landscape are a good way to show the geographical differences among the various regions of Canada. Sometimes it is an advantage to keep the calendar dates.

Greeting Cards

There are a wide variety of greeting cards; get well soon, Easter, Halloween, congratulations. The text inside is interesting, as well as the picture on the card. These cards are a good way to teach about holidays in Canada.

Postcards

A wide variety of subjects are depicted on postcards. Their association with writing makes them an excellent tool for the writing class.

Reproductions of Art

You can refer to art books for famous paintings which also supplement a teaching lesson. There is a huge range of objects, historical events, geographical locations, cultures, architecture, and even abstract images to choose from.

Posters

Posters can contribute to a feeling for the foreign culture, due to their pop art, pop culture nature. Advertisements, events, social causes, public awareness, and many other depictions can be found.

Instructions

Illustrated instruction manuals can teach sequence. They are also useful for teaching how to cook, how to hook up a stereo, how to react in case of an emergency, or whatever else the instructions are trying to teach.

Old Books

Libraries often have stacks of books which are too old to circulate, but are full of pictures. These old books are usually free or a nominal charge.

Comics and Cartoon Strips

Humour is different in every culture. Your students may be interested to see what Canadians find humorous. Cartoons and comics also lend themselves to sequencing activities.

Family Photographs and Slides

Both tutors and students should have stacks of photographs that can be brought in and discussed.

Stamps

Where do stamps come from? How do designs get chosen? How much are they worth? How much was the most expensive stamp? What are some examples of rare stamps?

Wrapping Paper

Wrapping paper is often beautifully decorated. The pictures are repeated, meaning pairs of pictures are available.

The Teachers' and Students' Own Drawings

Most people protest that they are no good at drawing, but you don't have to be a professional artist to draw a stick figure or two. You can draw pictures on the board, the overhead projector, large paper, flashcards, playing cards, handout sheets, or collage sheets.

Photocopying

Besides using the photocopier to reproduce pictures from books and magazines, you can photocopy objects like keys, paper clips, buttons, etc. You can photocopy parts of objects and make students guess what they are.

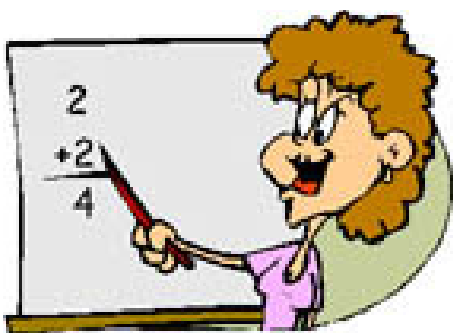
**Picture Dictionaries**

These dictionaries are excellent resources for providing a large number of vocabulary words. There are several merits connected with picture dictionaries.

Immediate connection between meaning (picture) and the English name (print).

- Activities linking vocabulary to parts of speech, such as irregular plurals, possessive pronouns, prepositions, articles. Spelling activities stem logically from using picture dictionaries.
- If students are not familiar with certain aspects of Canadian society, eg. housing, warm clothing, they can increase their knowledge of the host culture (schemata building).
- Exercises involve all four communication skills - speaking, listening, reading, writing.
- Vocabulary is grouped together logically and meaningfully.
- Most categories are relevant to students' learning needs, both for school work and functioning in society.

Subject Heading and Related Activities



SCHOOL WORDS

- Total Physical Response method (see LISTENING section) useful verbs for school
- write a paragraph about school routine
- vocabulary for content courses
- how to interpret graphs, use a ruler, a calculator, metric conversion procedure



FAMILY

- names of family in English, i.e., sister, nephew, aunt
- students and tutors may bring in family photographs and spark discussion



THE BODY

- body language
- describing words for physical appearance, i.e., blond hair, tall, plump, brown eyes
- idiomatic expressions using body parts
- gestures
- organ names
- tutors and students describe themselves
- play “Simon Says” - touch your hair - touch your feet



FOOD

- menu planning
- preparing shopping lists
- idiomatic expressions concerning food
- containers, quantity expressions, i.e., a bunch of bananas, a carton of milk
- preparation/cooking terminology
- comparison shopping (more expensive/cheaper, etc.)
- shopping, getting change
- complement Home Economics class by teaching food groups etc.

CLOTHING

- describe own clothes, other people’s
- design clothing
- shopping role play
- opposites, i.e, short sleeves/long sleeves
- magazine fashion





WEATHER

- weather conditions during an important day in students' lives, i.e., first day in Canada, birthday
- compare weather in Canada with weather in home country
- listen to weather forecasts - were they correct?

Total Physical Response (TPR)

One of the ways to develop listening comprehension skills for Stage 1 and Stage 2 students is by using James Asher's Total Physical Response (TPR) method. TPR is suitable for all ages. TPR requires whole-body, not verbal, responses. By not being forced to speak, yet performing English tasks, students enjoy reduced anxiety and increased self-confidence.

You may wish to use TPR during warm up and/or cool down for your tutoring lesson. To introduce a TPR, give the instruction and model it yourself. To reinforce print-meaning relationships, you can write the routine on the blackboard. Repeat, varying the order of instructions, but continue modeling. Repeat a third time without modeling. Depending on your students' personalities, they may have jumped in at the beginning or gradually tried to copy your movements. Give students the support they need by modeling actions as required. Continue until students can perform unassisted. Close the class with the same routine. Start the next session with the TPR as a review and introduce a new topic.

In this low-stress activity, students can quickly learn dozens of action verbs and vocabulary words. You can teach school rules, classroom commands, introduce vocabulary needed in content areas such as science lab work, social studies (map reading or verbs associated with life in the 1800's), math (for teaching addition and subtraction). It is adaptable for any subject or any language point.

Example TPR Exercise: Movement

Stand up	Sit down	Stand up	Raise your hand in the air	Put
it down	Stand up	Raise your hand again	Put your hand down	
Sit down	Raise both hands	Put your left hand down	Put your right hand down	

TPR #2 - Touching and Moving

Touch the desk	Touch your eyes	Touch your nose	Open your mouth
Close your eyes	Open your eyes	Close your mouth	Touch your left ear
Touch your right ear	Touch your hands	Raise your left hand	Raise your right hand
Put your hands down	Touch your book	Raise your book	Put it down
Touch your pencil	Touch your chair	Touch your table	Raise your table
Touch your hair	Touch the floor		

TPR #3 - Move your Body

Open a book	Close a book	Close your hands	Open your hands
Close your eyes	Open your eyes	Stand up	Raise your right hand
Put it down	Raise your book	Put it down	Open the book
Close your eyes	Open your eyes	Open your mouth	Close your mouth
Sit down	Open your mouth	Close your mouth	Shhhhh Whisper
Be quiet Shhhhh	Good work!		

TPR #4 - More Moving

Walk	Don't walk	Run	Don't run
Jump	Don't jump	Hit	Don't hit
Push	Don't push	Laugh	Don't laugh
Walk	Stop walking		

TPR #5 - Moving Around the Class

Walk tiptoe	Walk tiptoe to the window	Walk tiptoe to the door
Hop	Hop to the chalkboard	Hop to the wall
Skip	Skip to the chalkboard	Skip to the window
Walk slowly	Walk slowly to the garbage can	Walk slowly to the door
Walk slowly to the light switch	Turn off the lights	Turn on the light switch
Walk quickly to your desk and sit down		

TPR #6 - Movement

Go to the door	Walk slowly	Don't run	Open the door
Close the door	Jump to the window	Touch the window	Run to your desk
Walk tiptoe to my desk	Run to the chalkboard	Touch the chalkboard	Hop to your chair
Sit down slowly			

TPR #7 - Writing on the Board

Go to the chalkboard	Write your name	Write your last name
Write the numbers 1, 2, 3, 4, 5	Write A B C D E F	Write t-e-x-t-b-o-o-k. What is it?
Write p-e-n-c-i-l. What is it?	Write your name again	Erase your name
Erase textbook	Erase number four	Erase everything
Walk quickly to your chair	Raise your right hand	Put your hand down and sit down

TPR #8 - Writing on Paper

Take out a piece of paper	Write 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Write A B C D E F G H I J K L M
Draw a line under number 7	Draw a line under 2, 3, 4	Draw a line under 8, 9
Draw a line under E F G	Draw a line under L M	Draw a circle around 9, 10
Draw a circle around I J	Draw a circle around A	Cross out number 5
Cross out numbers 6, 7, 8	Cross out H A D	Erase 1, 2, 3, 4
Erase L K C	Erase everything	

TPR #9 - Pointing and Looking

Point to the door
 Point to the window
 Point to the alphabet
 Look at your hands
 Look at the paper
 Stand up. Jump to the chalkboard
 Copy your name two times
 Copy the word book three times
 Write "Wednesday" on the board
 Walk slowly to your chair

Point to me
 Point to the wall
 Look up
 Look at me
 Look in your pocket
 Point to the chalk
 Point to the book
 Point to the calendar
 Copy the word "Wednesday" four times
 Sit down quickly
 Point to yourself
 Point to the clock
 Look down
 Look at the window
 Look in your pencil case
 Write your name
 Write the word book on the board
 Point to today

TPR #10 - Take/Prepositions

Take your book
 Take the purple crayon
 Put everything on your desk
 Put the crayon on the floor
 Put the pencils next to the crayoon

Take your pencils
 Take the yellow paper
 Put the pencils on the book
 Put the eraser next to the book
 Put the eraser beside the book
 Take the pens
 Take your eraser
 Put the pens under the book
 Put the yellow paper on your head

TPR #11 - Using your Textbook

Take out all of your textbooks
 Open you math book to page six
 Close both books
 Turn to page sixty
 Close your book
 Turn to page forty
 Turn to page two hundred and three
 Put your math book on your dictionary
 Put your science book under your dictionary

Open you science book to page ten
 Turn the page
 Open your dictionary to page twenty-two
 Turn to page thirty-two
 Open your math book to page sixteen
 Turn to page one hundred and fifty five
 Close the math book
 Put your pencil beside your math book and dictionary
 Put your books away

TPR #12 - Colours and Writing

Get the box of crayons from the shelf
 Take out the green crayon
 Put it down
 Raise the blue crayon
 Put the blue crayon in the box
 Take out the orange crayon
 Put the orange crayon back in the box
 Draw a line under your name with the purple caryon
 Draw a line with the yellow crayon
 Put the crayons back
 Put the crayons away

Open the box
 Raise the green crayon
 Take out the blue crayon
 Put it down
 Put the green crayon in the box
 Write your last name with the orange crayon
 Take out the purple crayoon
 Take out the red and yellow crayons
 Draw a red line under the yellow line
 Cover the box
 Give me your paper

TPR #13 - Colouring and Drawing

Take out pencil and paper
Draw ten small circles with your pencil
Open the box
Colour three circles green
Draw four more small circles
Colour the second circle orange

Write your name on the paper
Get a box of crayons
Colour two circles red
Colour one circle black
Colour the first circle red

TPR #14 - Hand me and collect

Hand me a pencil
Hand me the scissors
Put them all on my desk
Collect your eraser

Hand me a crayon
Hand me your books
Collect them

Collect your pencil and crayon
Collect the scissors and books
Hand me your eraser

You can create Total Physical Response activities for any vocabulary area, content area or holiday activity. Use props or mime the actions. Write the activities out in advance so they can be executed quickly.

Asking Questions

English question structure is notoriously difficult for ESL students to master. English question construction is unique compared with other languages. Distinguishing questions from listening is not an easy task. Good questioning techniques encourage students to respond in English, at their own levels.

LEVEL 1 - Questions requiring yes or no answers.
For example: Are you hungry? Can you hear me? Are you sitting?

Appendix D: 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 Media Projects

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.

Media projects also provide a vehicle for speaking practice. For example, students can prepare and present a news program. Provide each student or group of students with a different section of the day's newspaper which they must prepare to present on a simulated newscast. For example, students responsible for the news portion can select one paper to present orally, students with weather can present the forecast, students with the entertainment section might do a movie review, concert listings or interview with a **celebrity**.

Adapted from the *ESL 1205 Curriculum Guide, NL*, Department of Education.

Appendix E: Self-Assessment of Oral Language

Name: _____					Date: _____
Check (<input checked="" type="checkbox"/>) the box that shows what you can do. Add comments.					
What Can You Do In English	Difficulty Level				Comments
	Not Very Well	Okay	Well	Very Well	
1. I can ask questions in class.					
2. I can understand others when working in a group.					
3. I can understand television shows.					
4. I can speak with native speakers outside of school.					
5. I can talk on the phone.					
6. I can ask for an explanation.					

Adapted from Backman and Palmer (1989). In O'Malley and Valdez Pierce (1996), Authentic assessment for English language learners: practical approaches for teachers. Virginia: Addison-Wesley.

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 of 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 Copley (1994). In O'Malley and Valdez Pierce (1996), Authentic assessment for English language learners: practical approaches for teachers. Virginia: Addison-Wesley.

Appendix G: Self-Assessment of Participation in Groups

Name _____		Date _____		
How often did you do the following things in your group today? Put a check <input checked="" type="checkbox"/> in the box that best describes your response and add comments.				
Task	Rarely	Sometimes	Often	Comments
1. I listen to others in my group.				
2. I summarized what other said.				
3. I asked for informations.				
4. I gave information				
5. I gave an opinion.				
6. I agreed or disagreed.				
7. I asked for clarification.				

Adapted from Crossman, Nurse, Wilson and Adrien (1994). In O'Malley and Valdez Pierce (1996), Authentic assessment for English language learners: practical approaches for teachers. Virginia: Addison-Wesley.

Appendix H: Self-Assessment of Academic Language Functions

Name: _____		Date: _____			
Check (✓) the box that best describes how well you can use English. Add comments.					
Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can describe objects and people					
2. I can describe past events					
3. I can listen to and understand radio programs					
4. I can listen to and understand video and television					
5. I can state an opinion					
6. I can agree and disagree					
7. I can summarize a story					
8. I can give an oral report					

Adapted from O'Malley and Valdez Pierce (1996), Authentic assessment for English language learners: practical approaches for teachers. Virginia: Addison-Wesley.

Appendix I: 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 am multicultural classroom or that can be learned as a series of facts.

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

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

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

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

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

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

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

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

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

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

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

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

Linguistics: the science of languages.

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

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

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

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

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

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

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

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

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

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

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

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

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

Semantics: the study of linguistic meaning.

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

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

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

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

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

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

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

Threshold Hypothesis: the theory that academic and cognitive difficulties will occur for L2 learners if a certain academic and literacy threshold in their L1 is not first achieved.

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

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

Appendix J: 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 K: 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 an multicultural classroom or that can be learned as a series of facts.

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

Resources:

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

Websites:

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

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

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

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

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

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

For additional information on *Cultural Awareness/Sensitivity*, please see the document *Our Welcoming Schools: Meeting the Needs of Newly-arrived Learners of English as an Additional Language. A Practical Guide for PEI Educators (Draft, 2010)*, and/or contact Mary Foster EAL/FAL, Cultural Awareness Specialist at the EAL/FAL Reception Centre: mefoster@edu.pe.ca or 368-5008.

Appendix L: 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 text for this course, *North Star 1: Listening and Speaking and North Star 2: Listening and Speaking*, integrates the skills of listening and speaking. There are texts integrating the skills of reading and writing, which are used in the complimentary course, **English as an Additional Language (EAL)**. *North Star 1 and North Star 2: Reading and Writing: Introductory/ Beginner Level 701B*. 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 two 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 1 and North Star 2* 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 1 and North Star 2* 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 and Writing). The words and phrases are embedded in the context of the material and through the exercises students study the vocabulary, namely its meaning, usage, word forms, and pronunciation (See *Teacher's Manual*).

Achievement Tests

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

Units

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

Topics

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

North Star 1

Units:

- 1- Faraway Friends - Friendship
- 2- Recycled Fashion - Fashion
- 3- Rap Music - The Arts
- 4- Something Valuable - Special Possessions
- 5- Together is Better - Strength in Numbers
- 6- Thinking Young: Creativity in Business - Business
- 7- Planting Trees for Peace - Famous People
- 8- Driving You Crazy - Driving Problems
- 9- Only Child - Lonely Child - Family
- 10- The Beautiful Game - Sports

See “Scope and Sequence, page xvi” in *North Star 2* for unit themes.

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 accompanying text, **Reading and Writing for EAL 701B** and therefore, skills and strategies are repeated, reinforced and retained.

Each curriculum outcomes is directly linked to an activity or exercise in *North Star 1 and North Star 2* (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* from the start 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 an extremely basic level to a higher beginner level throughout the course. Since the EAL 701B course uses the accompanying text as well, teachers may want to consult one another to decide on the order of these units with students.

Appendix M: Introduction to the Supplementary, Secondary Resource Text

Clear Speech from the Start, Judy B. Gilbert

This text is a supplementary text to be used with the primary texts, *North Star 1 and North Star 2*. It is a beginning level text for students to help them with pronunciation early, before poor habits are formed. Since this level of student usually does not have enough vocabulary to understand explanations, this resource provides an approach conducive to teaching beginning pronunciation:

1. Concepts are taught through visual images instead of through words;
2. Only the most crucial sounds are presented, leaving the rest for later study;
3. Every teaching point is designed not only to help intelligibility but also to improve listening comprehension;
4. Rhythm is taught through the visual and kinesthetic modes;
5. Immediate help with reading is provided by teaching simple spelling rules;
6. Tasks emphasize phrases and not words.

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

Resources

Teacher Resources

- Basic English Grammar (Teacher's Guide)- EAL Kit
- Canadian Oxford Picture Dictionary
- Clear Speech from the Start (Teacher's Resource Book)
- English as an Additional Language (Resource for Classroom Teachers-NS International Student Program) -EAL Kit
- English as an Additional Language 701A Curriculum Guide
- North Star 1: Focus on Listening and Speaking, Introductory (Teacher's Manual and Achievement Tests)
- North Star 2: Focus on Listening and Speaking, Basic/Low Intermediate (Teacher's Manual and Achievement Tests)
- Phonic Readers Teacher's Guide-Set 1-EAL Kit
- Pronunciation Pairs: An Introduction to the Sounds of English (Teacher's Manual)
- The Heinle Series (Lesson Planner with Activity Book)- EAL Kit
- Woodland Mysteries: Set 3 Lesson Plans

Student Resources

- Basic English Grammar (1 copy)- EAL Kit
- Canadian Oxford Picture Dictionary
- Clear Speech from the Start (Student book-class set; audio CDs)
- First 100 Sight Word Super Fun Deck/Word Families Super Fun Deck
- North Star 1: Focus on Listening and Speaking, Introductory (Student Books/Class set; audio CDs)
- North Star 2: Focus on Listening and Speaking, Basic/Low Intermediate (Student Books/Class set; audio CDs)
- Phonic Reader Set A, B and C (1-36)-EAL Kit
- Phonic Reader Read at Home Book Set-EAL Kit
- Pronunciation Pairs: An Introduction to the Sounds of English (Student Book)
- The Heinle Series (Picture Dictionary and Beginning Workbook)- EAL Kit
- Vocabulary with Ease (Activity Book)
- Vocabulary Cards (Lang-O-Learn/1 set)
- Woodland Mysteries-Set 3 Chapter Book Set-EAL Kit

Websites - Current at time of publication

For Teachers:

ESL Infusion, OISE, Ontario: <http://www.oise.utoronto.ca/eslinfusion/Home/index.html>

Everything ESL: <http://www.everythingsl.net/>

Crede- Center for Research on Education, Diversity & Excellence: <http://crede.berkeley.edu/>

Lab at Brown: <http://www.lab.brown.edu/tddl/index.shtml>

Quizzes and Activities: <http://www.esl-lab.com/>

How to Study Learning Resources: <http://www.how-to-study.com/>

Free Printables for Teachers: <http://www.mes-english.com/>

Teaching English: <http://www.teachingenglish.org.uk/>

ESL Lesson Plans: ESL Activities: <http://www.refl.net/esl-lesson-plans/esl-games.html>

For Students:

The Internet Picture Dictionary: <http://www.pdictionary.com/about.html>

Online Dictionary: <http://dictionary.reference.com/>

The Idiom Connection: <http://idiomconnection.com/>

Tips 4 Students: <http://tips4students.com/>

Activities for ESL Students: <http://a4esl.org/>

For Teachers and Students:

Purdue University: <http://owl.english.purdue.edu/>

ESL Handbook for Teachers and Students: <http://owl.english.purdue.edu/owl/resource/678/01>

Karin's ESL Partyland: <http://www.eslpartyland.com/>

New Moves Video: <http://www.newmoves.ca/>

Languages Resources: <http://www.1-language.com/>

Dave's ESL Café: <http://www.eslcafe.com/>

References

- Collier, V. P. (1992). *A Synthesis of Studies Examining Long-term Language; Minority Student Data on Academic Achievement*. *Bilingual Research Journal*. 16: 187-212.
- Cummins, J. (1979). *Linguistic Interdependence and the Educational Development of Bilingual Children*. *Bilingual education paper series*. 3 (2).
- ESL 1205 Curriculum Guide*, Newfoundland, Department of Education.
- ESL Levels 1 & 2 English as a Second Language and English Literacy Development*. (2007). Ministry of Education, The Ontario Curriculum,.
- ESL Standards*. (2001). British Columbia Ministry of Education, Special Programs Branch.
- Flower, L.S. & Hayes, J.R. (1981). *A Cognitive Process Theory of Writing*. *College Composition and Communication*. 32 (4): 365-387.
- Herrera & Murray. (2005). *Mastering ESL & Bilingual Methods; Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students*.
- Larsen-Freeman, D. & Long, M. H. (1991). *An Introduction to Second Language Acquisition Research*. London: Longman. Lightbown, P. & White, L. (1987). *The Influence of Linguistic Theories on Language Acquisition Research: Description and Explanation*. *Language Learning*. 37 (4): 483-510.
- Law and Eckes (2007). *Assessment and ESL: An Alternative Approach*. Winnipeg: Portage and Main press.
- O'Malley and Valdez Pierce (1996), *Authentic assesment for for English language learners: practical approaches for teachers*. Virginia: Addison-Wesley.
- Ovando, Combs and Collier. (2006). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*.
- Raimes, A. (1983). *Technologies in Teaching Writing*. Oxford: Oxford University Press.
- Teacher developed rubrics and checklists from Fairfax County Public Schools and the National Education Association 1993.
- The Canadian Association of Second Language Teachers (1998). National Core French Assessment Project, *Assessment Instruments, Beginner Level*. Toronto: OISE.
- The Canadian Language Benchmarks- <http://www.language.ca/>
- Valdez, Pierce (2003). *Assessing English Language Learners*, National Education Association.
- WLMS-R Broad English Ability Levels- <http://www.dpi.state.nd.us/bilingual/standards/alignment.pdf>
- Wong, F. L. (1983). (The language learner as an individual: implications of research on individual differences for the ESL teacher). In M. A. Clarue & J. Handscombe (Eds.), *On TESL 1982: Pacific perspectives on language learning and teaching*. (157-171). Washington, DC: TESOL.

