Introduction to English: EAL A10L

English Language Development Course for High School English Language Learners with Limited or Interrupted Formal Education

"I didn't know how to read in my own language. I didn't know how to write. I only know how to speak and how to go to work."

— Johnny Romah, Student

> *Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy...finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom."*
>
> *UNESCO statement for the United Nations Literacy Decade, 2003–2012*

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Course Developer

Larraine Ratzlaff
Greater Saskatoon Catholic Schools
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Acknowledgements

Note:

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CONTENTS

INTRODUCTION TO ENGLISH: EAL A10L

Rationale

Increasingly we are receiving high school-aged newcomers who have had significant gaps in their education, no formal education, and/or little to no exposure to English. Without a foundation in basic English and in numeracy skills, these learners will be deprived of the chance to develop the academic, social and cultural competencies that is their right and therefore, will be faced with diminished life opportunities.

These high school students can benefit from explicit, targeted instruction in English as an Additional Language (EAL). Targeted instruction focusing on the unique needs of these English language learners' (ELLs) will take into account developing literacy skills while introducing content and the basics of Canadian school/classroom culture. These students may also be experiencing post-traumatic stress effects, identity issues and culture shock will require culturally-responsive teaching that strives to create safe spaces in which to learn.

Purpose

This course provides language development opportunities in the four skill areas (listening, speaking, reading, and writing), in representing, and in viewing. Initial emphasis will be on developing oral language skills but all literacy readiness skills are incorporated.

Furthermore, since basic numeracy skills are needed for everyday communication and academic life, these students will gain awareness of the relationship between language and numbers. Students will have the chance to explore a range of practical and academic math applications.

Students will have opportunities to develop basic English language skills for communicating about self, family, school and community as well as the literacy, language and skills needed for .eventual participation in ELA and other content areas.

Finally, this course helps students develop confidence to learn in a formal setting and reduce the gap between the students' age and the target academic skills for their age group.

This is a one-credit course preferably offered over two terms.

Characteristics of the Student Target Group

This course is designed for students:
➢ who have recently arrived in our school division from a non-English speaking country and have had no or very little exposure to English language and
➢ who have had no, interrupted or limited educational experience and/or training. This may be a result of war, poverty or frequent migration. It may also be the result of having lived in a remote, rural setting with no opportunity to attend school
➢ who are unfamiliar with the culture of formal schooling

Unique needs of target group
- Stress/Trauma: these students may suffer from post-traumatic stress disorder, and may be completely overwhelmed by the need to assimilate to a new school environment in a new language
- Closing the academic and literacy gaps: focus on the foundational skills using content that reflects students' lives but also the critical knowledge needed for the academic classroom.
- Frustration: these students may be excited about finally attending school and have high hopes but may become disengaged when they discover how far behind they are and how their target (graduation) keeps moving at a pace they can't manage.
- High risk of dropping out: these students are much more likely to drop out than their peers. It is essential to monitor and re-evaluate practices to keep students engaged.

Terminology
- Students will be referred to as English language learners with limited or interrupted formal education (LIFE).

Cross-curricular Competencies

The cross-curricular competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level (*English Language Arts Curriculum Guide, Grade 9, 2008*).

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. English as an additional language (EAL) instruction provides students opportunities to use their prior knowledge and experiences to develop their language proficiency. Students apply their language skills to explore a variety of topics and themes.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. In this course, students reflect on their identity as newcomers to Canada and how it fits into the Canadian context. They compare and contrast their prior experiences to their new academic and social environment. Students examine values from their home culture, from other cultures and from Canadian culture.

Developing Literacies

Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school,

home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies. Students in this course use first language literacy and numeracy skills to develop additional language and numeracy skills in their first language and in English. They use these skills to express ideas and knowledge in a variety of ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. In this course, students examine their community and explore ways of making positive contributions. They examine social and academic conventions common to Canadian society.

Adaptive Dimension

The Adaptive Dimension is a component of Core Curriculum that enables teachers to respond to the diverse learning needs of students. In order to assist students to achieve the **outcomes*** of the course, teachers may make changes and adjustments to three variables:

Course content (e.g., variations to content including themes, topics, and resources; adjustments to student assessment that do not compromise the course outcomes*)

Instruction (e.g., instructional strategies and methods; peer and cross-age tutoring; pacing and timing of instruction) and,

Learning environment (e.g., classroom climate; student groupings; support services and physical setting).

The Adaptive Dimension addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Adaptations are tailored to students' strengths, needs, and interests and are applied within all programs of instruction (regular and alternative). For further clarification, refer to the chart below which is adapted from the document *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992.

** Note: The 1992 document refers to **objectives**. Most secondary–based curricula are objectives–based and as they are renewed will become outcomes-based. Regardless, the purpose of the Adaptive Dimension is to help students be successful in any course whether based on objectives or outcomes.*

The Adaptive Dimension Variables

The Learning Environment	Curriculum
• Classroom Climate • Grouping Students For Instruction • Technical Support and Support Personnel • Physical Setting	• Assessment of Curriculum Concepts and Skills • Variations to Curriculum Content • Selection of Instructional Materials • Student Evaluation
The Learner	Instruction
• Learning Style • Cognitive Development • Physical Development • Social Development • Emotional Development • Multiple Intelligences • Interests • Self-Concept • Cultural Identity	• Instructional Strategies, Methods, and Skills • Reflection • Pacing and Time Factors • Feedback Cycle

Source: The Adaptive Dimension in Core Curriculum (1992). Saskatchewan Education. Page 15

In the multicultural classroom, teachers will consider the following adaptations:

- Model respect for cultural and linguistic diversity by encouraging students to share their languages and cultures.
- Identify, acknowledge, and respect differences in verbal and nonverbal communication styles by encouraging students to learn and interact in ways that are culturally familiar to them.
- Extend, if necessary, time for students to achieve the foundational and specific learning objectives and provide extra support, where possible.
- Ensure that teacher talk is clear and concise.
- Provide a variety of resources in English and in the students' first languages.
- Encourage students to use visual dictionaries to verify meanings or spellings of words.
- Facilitate collaboration between students of different language backgrounds and proficiency levels in English
- When assessing students' oral language development, focus on conceptual understanding before pronunciation.
- Model positive and motivational feedback to develop self-confident, risk-taking language users and learners.
- Give all students the opportunity to reflect on their progress through self-assessment and evaluation.

Core Curriculum Framework

Gaining proficiency in English is a key factor for student success with provincial Core Curriculum Components and Initiatives. The following broad statements highlight the importance of the addition of English to the language repertoire of students who are speakers of other languages.

Languages as tools for "Lifelong Learning"

Students who are actively engaged in constructing and applying literacy skills build a positive disposition towards learning. Through the purposeful acquisition of English as an additional language, students will gain the knowledge, capabilities and strategies to become confident and competent language users. They also gain an understanding of the central role of languages in conveying culture.

Languages as a reflection of "Self, Community, and Place"

To gain competence in any language, students need to learn *about* the language, *through* the language, and by *using* the language in interactions with others. Language learners gather knowledge and insights about themselves, others, and the world around them through differing linguistic and cultural reference points. They gain access to new resources which can help them to define and interpret who they are and explore who they might become. Their knowledge of languages allows for interactions with diverse cultural communities.

Languages as bridges to "Engaged Citizens"

Students learn how the addition of English to their first language(s) can empower them to make a difference in their personal, peer, family, and community relationships.   Literacy in more than one language allows for flexibility to interact in culturally appropriate ways within the local community and with others in more distant locations. Students have a heightened awareness of the interconnectedness of physical, economic, and social environments.

K–12 Aims and Goals of English as an Additional Language (EAL)

The aim of studying English as an additional language (K–12) is to provide Saskatchewan students with opportunities to develop English language proficiency, so that they may be successful in achieving provincial curriculum goals and outcomes in all subject areas.

K–12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject or content area by the end of Grade 12. Through the study of *English as an Additional Language* in this course, students will:

- *Comprehend and Respond (CR):* Students will develop their abilities to use English to view, listen to, read, comprehend, and respond to a variety of texts (oral, print, electronic and other texts) in academic and social settings.

- *Compose and Create (CC):* Students will develop their abilities to speak, write, and use other forms of representing to produce a variety of messages in English for a variety of academic and communicative purposes and for a range of audiences.

- *Assess and Reflect (AR:)* Students will develop their abilities to assess and reflect on their use of the English language to achieve academically in all content areas and to use the English language in socially and culturally appropriate ways.

Links to English Language Arts (ELA) and Subject Areas

Links have been made between the goals of this course and the provincial English Language Arts curriculum. The overarching goals of Comprehending and Responding, Composing and Creating, Assessing and Reflecting provide a common context for outcomes and indicators, allowing for smooth transitions to ELA when deemed appropriate.

The arrows shown in the diagram below also indicate that EAL students have opportunities to work toward full integration into other academic areas of study. For this to happen, teachers must **introduce and reinforce the academic language needed for content area study.** This process requires careful planning and collaboration with teachers of other subject areas.

Diagram adapted from English Language Arts Curriculum Guide,Grade 9, 2008
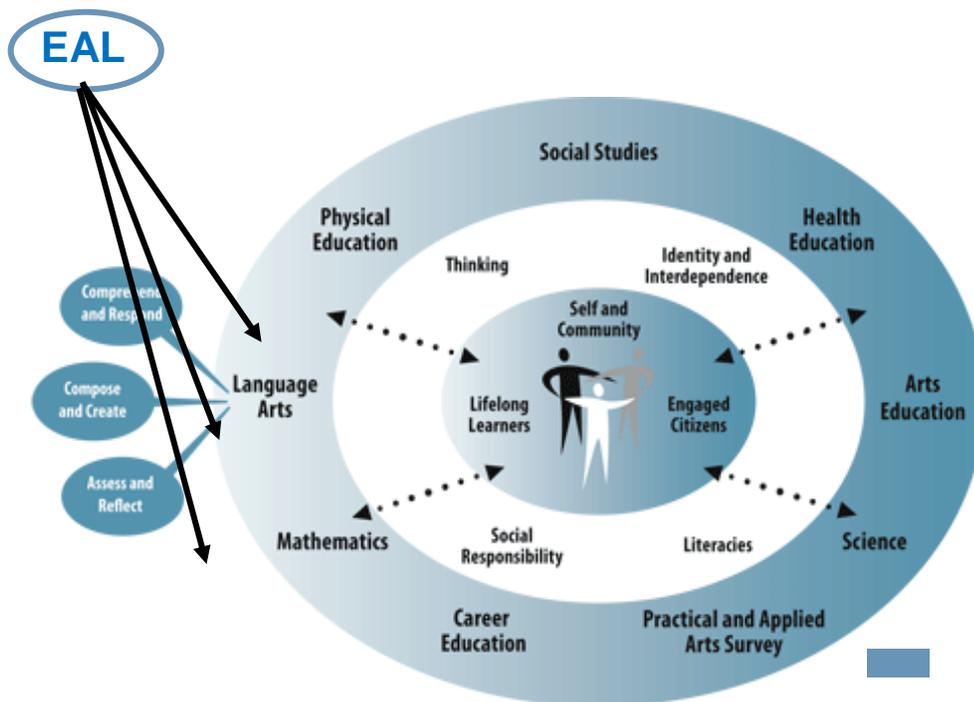
The research of Cummins (1979, 1981b) and his identification of Cognitive Academic Language Proficiency (CALP) raised awareness of the importance of **appropriate levels of academic language for conceptual learning**. Some researchers (Luhn& Johns, 1983; Laufer, 1992, in Roessingh & Elgie, 2009) have indicated that as much as 95% of a selected text should be familiar to the learner in order to enable cognitive recognition and understanding in the subject area. Given these findings, it follows that the text-dense and culture-bound content of English Language Arts (which is written for native English speakers) requires language levels beyond the skills of learners who are new to English. Students who have recently arrived from another

country, culture, and educational environment will require targeted English language instruction to assist them in building a range of robust academic vocabulary, as well as an understanding of the cultural contexts contained in learning materials (Peterson & Coltrane, 2003).

It should be noted that this course does not replace compulsory ELA courses in Saskatchewan. Rather, it is designed to support incremental steps in a language learning process. As English language learners (ELLs) grow in their language proficiency and their confidence in using English, they will be ready to take on the expectations of ELA curricula.

Through a deep understanding of the goals of EAL, the process of language learning, and the importance of using effective instructional, assessment and classroom management strategies based on sound research (Marzano, 2007), teachers can create language-rich environments to support English language learners.

What EAL is…	What EAL is not…
Using visual, multimedia, oral and written communications for a range of purposes across curricular content areas	Focusing on achieving a minimum level of English proficiency before participating in any content area study
Studying English in addition to known language(s) to allow for full participation in Canadian society	Promoting English language study to replace known language(s)
Focusing on communicative competence	Focusing on grammar rules
Teaching and learning for deep understanding	Asking and answering solely teacher–driven questions
Incorporating many different world views	Reflecting one predominant world view
Emphasizing meaningful communication in authentic situations	Focusing on the memorization of words and phrases out of context
Creating and communicating meaning through both receptive and expressive language strands	Focusing exclusively on reading and writing in order to create and communicate meaning
Demonstrating learning in various contexts and reflecting on learning through self-assessment	Relying on teacher assessment and evaluation of English language progress
Approaching language study with a whole to part to whole orientation	Approaching language study through vocabulary lists
Approaching the learner as able and capable.	Approaching the learner as requiring remediation.
Approaching language study by using a range of instructional and assessment strategies	Approaching language study primarily through pencil and paper tasks and assessments
Learning how English is structured (e.g., discourse styles, registers, functions, cues and conventions) and consciously using the language for a range of purposes and contexts.	Focusing exclusively on grammar instruction as the means to achieving communicative competence

Planning for EAL Instruction

All successful teaching begins with an effective needs assessment and EAL instruction is no exception. The diversity among our ELLs who come to us with limited or interrupted educational backgrounds requires very specialized planning. EAL teachers need to keep in mind:

- the prior knowledge and life experiences of the learners (brief periods in a school or in language classes before coming, war, trauma);

- that age-appropriate grade placement may not be possible for the first year (flexible approaches must be considered for older students);

- students' proficiencies in various skill areas (such as speaking, holding a pencil, knowledge of print, exposure to technology);

- the students' educational and life goals.

EAL teachers will need to use their professional judgment when deciding on the topics and language to be presented to their students. They will need to consider integration into other subject areas such as English language arts, mathematics, and science. Skills that can be transferred to other academic areas will also be useful to students.

In planning for effective EAL instruction and ELL support, teachers must focus on the appropriate use of standard Canadian English. This means that attention must be given to English language conventions, forms, functions, and cueing systems. (See **Appendix A**)

- **Conventions** are accepted practices or rules of the language, such as punctuation and capitalization, as well as presentation formats, such as headings, footnotes, charts, or captions.

- **Forms** are the ways in which we organize the use of language, including sentences, paragraphs, and essays, and the different methods of development such as chronological or comparative.

- **Functions** highlight the purpose of various texts such as descriptive, persuasive, narrative, and expository.

- **Cueing Systems** are sets of cues or clues that build effective reading and communication skills, such as use of visuals, repetitive patterns, clauses, key phrases, or combinations.

Equally important is the corrective feedback offered to language learners, through the use of strategies and tools which draw attention to language errors in positive, respectful, and supportive ways.

- **Corrective Feedback** ensures that students are receiving assistance and attention to language which is used incorrectly or requires attention.

An effective course of studies for English as an Additional Language is built around meaningful contexts, language learning outcomes, and appropriate strategies for teaching and learning, and assessment and evaluation. These course components are described in more detail in the segments which follow.

Meaningful Contexts

A well-structured EAL course of studies provides **contexts for appropriate and meaningful language use.** Through the study of English, students will gain an understanding of the skills and strategies which are helpful for language learning. They can work toward competence and confidence in using English in meaningful, authentic ways for academic success. Building language competence involves skill development in the six language arts strands of **viewing, representing, listening, speaking, reading, and writing**. In a larger context, language competence also encompasses dialogue, questioning patterns, problem solving and other meaningful learning activities with fluent speakers of English.

Course Considerations and Delivery Options
School-wide

- Consistency in professional and support staff is very important. Students will be more relaxed if they are familiar with the EAL staff. Furthermore, since progress is generally slower than other ELLs, a consistent and trained team will be able to assess and value the extent of growth.
- Small class size of ELLs with similar literacy/academic needs.
- This course is best if delivered **over two terms** but could also be delivered for **two hours each day** in one semester. Allow for the students to re-take the course if necessary.
- Allot time for this course even if the numbers are low at the beginning of the term. Have provisions for continuous intake and have a plan about how to incorporate new students.
- The classroom should be located in a quiet area where students can feel at home and be assured of privacy (especially since they will be studying such basics skills). The room should contain symbols of the students' culture and there should be access to cultural materials (magazines, text-free books, computers, etc.)

Teachers

- Believe in the students' potentials.
- Learn as much as possible about the students including a few words in their home language(s).
- Encourage the use of students' native language. This will lower the students' affective filters and will value their culture. Developing the students' L1 literacy will have a positive impact on learning L2.
- Activate prior knowledge and create contexts within our Western-style education framework. Everything could be new for the students (holding a pencil, writing on lined paper, going from left to right, which side of the paper is up, sitting in a desk, gleaning meaning from print).
- At first, depend heavily on teaching listening and developing oral skills. Robertson and Lafond (2008), Saunders and O'Brien (2006)
- Extensive repetition is crucial for retention.
- Begin with concrete concepts and slowly move to the abstract. Use appropriate texts (eg:. avoid children's books which often have highly abstract themes and age-inappropriate topics).
- Be aware of the effects of trauma on learning and behaviour. These students are often refugees and therefore may also suffer the effects of trauma and/or loss of identify. Do

not assume they have learning disabilities. Enlist the help of experts to determine how to support the students.

- Celebrate all small achievements (such as: holding a pencil correctly, recalling information from the previous day, attending regularly, writing on the lines, copying letters, spelling a name, etc.)

Students

- Bring knowledge with them.
- Need to believe that English language proficiency is possible.
- May not be aware of the purpose of literacy or education.
- May be ashamed about their lack of literacy. Others may become disheartened only once they encounter school, after functioning well in an oral society.
- May develop attendance problems due to a sense of frustration or lack of understanding about the purpose of coming to school. Find ways to address this challenge (eg. schedule the literacy courses in the morning so the students begin their school day in an environment where they feel successful).
- Are young adults and therefore, the material used must respect that. **Use age-appropriate and culturally sensitive material.**
- Need support to use technology safely and appropriately. These are students who may not read in **any** language so even using programs/websites in their home language won't address this challenge. Caution is encouraged. Do not default to children's websites/programs which may be insulting to the students

Outcomes and Indicators

An effective EAL course of studies focuses on attainment of **language learning outcomes**. The outcomes describe what language skills will be gained during a specific time frame as part of the language learning process. Outcomes specify the skills, knowledge, and attitudes that students are expected to know and be able to demonstrate through their study of English as an additional language.

Language learning outcomes:

- are observable, assessable, and attainable
- appropriately represent the process of language learning
- are written using action-based verbs
- guide course, unit, and lesson planning.

Indicators:

- offer a *representative list* (not a list of requirements) of what students need to know and/or be able to do in order to achieve the outcomes
- provide breadth and the depth for each language learning outcome.

Note: Additional and/or alternative indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Critical and Powerful Learning Strategies

An EAL program which introduces students to **critical and powerful learning strategies** allows students to select the strategies which work best for their language needs and learning preferences.

In order to achieve the outcomes of *Introduction to English 10L*, students need to learn how to use a range of language skills and strategies. Effective language teachers employ a variety of instructional approaches and strategies to help students move from teacher-supported and guided lessons to independent learning.

Scaffolding is just one example of a powerful teaching and learning strategy, which assists students to build on prior knowledge while internalizing new information. In scaffolding, contextual supports are provided using various approaches, such as simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning (Ovando, Collier, & Combs, 2003). The language level and related activities are just beyond the level of the learner, and as the learner's abilities increase, the scaffolding is gradually removed (Hammond, 2001).

Students need to learn how to select and use language learning strategies **before, during**, and **after** instruction. If students are to be successful in EAL, they need to learn how to independently use thinking and learning skills and strategies involved in each of the language strands. In order to help students gain control over a repertoire of key skills and strategies, these skills and strategies need to be explicitly taught and practiced,using a model such as the one outlined below from Wiggins &McTighe, 2007 (p. 97-98).

Before…	During…	After…
• **Introduce and explain the purpose of the skill or strategy.** • **Demonstrate and model its use.**	• **Provide guided practice for students to apply the skill or strategy with feedback.** • **Allow students to apply the skill or strategy independently and in teams.**	• **Reflect on the use of the skills or strategies and their effectiveness.** • **Assess student ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.**

Regular Assessment and Evaluation of Student Learning

Formative, summative, and diagnostic assessments are critical to learning. Continuous and well-planned assessment practices, combined with an awareness of student needs and appropriate classroom adaptations, will result in successful, targeted support for ELLs.

Assessment and evaluation of English language learners requires:

- knowledge and practical insights into the stages of language learning
- attention to the student's prior learning experiences and first language skills
- attention to other factors which may impact assessment and evaluation processes.

Formative assessment involves the systematic collection of information about student progress with language learning with respect to:

- achievement of outcomes
- effectiveness of selected teaching and learning strategies
- student self-reflection on language progress.

Summative assessment requires evaluation of student achievement of learning outcomes. This information:

- highlights progress to students, teachers, parents, and others
- helps teachers to make informed decisions about next steps in the teaching and learning process.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, can contribute to an overall picture of student progress with English language learning.

Assessment for learning involves the use of information about student progress to support and improve learning. It also engages teachers in using differentiated instruction practices and a variety of assessment tools to enhance learning experiences.

Assessment of learning evaluates student achievement of the course outcomes. It involves teachers' judgments based on evidence of student learning. It occurs at the end of a learning cycle using a variety of tools.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress. It is student-driven with teacher guidance.

Some standardized assessment tools such as the Woodcock Munoz Language Survey can provide useful information to teachers about EAL students' strengths and areas for improvement. However, age-appropriate, culturally-unbiased informal assessments will provide a more rounded overview of the learners' literacy levels. Students will be assessed for levels of language and literacy at the time of registration.

Ongoing assessment strategies

Assessment should be **authentic.** Authentic assessment reflects student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities.

Teachers will be **culturally responsive** when planning assessment activities.

Assessment strategies for ELLs with limited or interrupted formal education:

- cloze tests
- cooperative learning
- dictation
- jigsaw learning
- LEA (language experience tasks)
- learning logs
- oral interviews
- oral presentations
- performance-based tests (on specific content/language skills)
- physical demonstration (non-verbal responses)
- pictorial products (drawing)
- portfolio
- role-play dialogues using learned language structures
- rubrics (based on projects, assignments)
- self-assessments (such as audio or video recording of presentation for student to reflect on)
- student-teacher conferences
- teacher observation (of group work, partner activities)
- TPR (total physical response)
- writing tasks: instructive, informative, descriptive, narrative, persuasive, creative

Learning Outcomes

The locally developed course **Introduction to English 10L** is aimed at building foundational literacy skills in English, basic numeracy skills and those skills necessary to participate in a formal school setting. In order to obtain a credit in this course, students are expected demonstrate the skills as outlined in the Learning Outcomes chart. It is recognized that some students will already have attained skills that extend beyond the scope of this course. This reaffirms the fluid nature of language acquisition and the need for differentiated instruction.

While the focus of this course is to build a foundational literacy in English and academic awareness, efforts should be made to introduce academic content when appropriate.

Outcomes of the course focus on attaining observable, measurable, and achievable language growth in the six skill areas of Viewing, Listening, Reading, Representing, Speaking and Writing (See left hand column of the chart below). The outcomes are organized using the three overarching K-12 goals which stem from ELA: Receptive Language Use (Comprehend and Respond), Expressive Language Use (Compose and Create) and Student Self-Assessment (Assess and Reflect). Additional outcomes includes Numeracy and Orientation skills.

Indicators offer ideas or suggested ways in which to approach attainment of outcomes. Teachers are encouraged to create and use their own indictors to attain the required outcomes; they are not limited to those which appear in the representative list.

INTRODUCTION TO ENGLISH: EAL A10L

Orientation to School

Goal Orientation (O): Students will begin to adapt to and understand the school environment and will apply these skills in order to participate in all aspects of school-based interactions and activities.

Orientation	Outcomes	Indicators *(suggested representative list)*
	O 1.1 **Demonstrates an understanding of requisite behaviours and skills to participate in a school setting.**	**The Language Learner:** • **Sits in desk for appropriate periods of time** • **Sits near or next to, a variety of students (different culture, different gender)** • **Attends school regularly** • **Is on time for class** • **Follows the school and classroom routines** • **Locates important locations in the school** • **Remains at school or in the classroom for required length of time** • **Brings and wears glasses** • **Brings classroom material regularly** • **Learns to organize a binder** • **Asks for assistance from staff or peers** • **Develops appropriate relationships with staff and peers** • **Relies on home language for problem-solving** • **Values education (completes assignments, does homework)**

Receptive Language Use (Comprehend and Respond)

K–12 GOAL Comprehend and Respond (CR): Students will develop their abilities to use English to view, listen to, read, comprehend, and respond to a variety of texts (oral, print, electronic and other texts) in academic and social settings.

Receptive Language	Outcomes	Indicators *(suggested representative list)*
VIEWING	**CR 1.1** **Demonstrates understanding of illustrations, visuals, and graphics found in adapted and authentic text.** ***Keep in mind the silent period**	**The language learner:** • Recognizes the letters of the alphabet (capital and lowercase) • Matches upper and lower case letters of the Roman alphabet • Recognizes and names numbers from 0 – 20 • Recognizes personal information (name, phone number, address) • Recognizes graphic depictions of emotions/facial expressions (happy, sad, angry) • Understands directionality of print and front to back of a book • Understands a range of familiar 'environmental print' (e.g. signage in and around the school and community) • Locates and distinguishes between letters and words on a page (example: can count the letters in a word and/or words on a page) and other print and electronic media (e.g. table of contents, index, glossary, websites) • Recognize and locate key information in illustrations
Receptive Language	**Outcomes**	**Indicators** *(suggested representative list)*
LISTENING	**CR 1.2** **Comprehends speech that is made up of familiar words, phrases and carefully articulated statements with appropriate pauses and visuals to assist in recognition (face to face interactions)**	**The language learner:** • Matches sounds to beginning consonants (b, d, f, g, j, k, m, n, p, r, s, t, v, w, z) • Follows/responds to brief commands and classroom instructions (such as: open book, stand up, raise your hand) • Understands basic introductory expressions and useful conversation conventions, including slang (Hello!, How are you?, Good-bye, Please, Thank You, Hows' it going, Hey!) • Matches the numbers 0 – 20 when dictated • Matches common colours to items of colour • Matches the days of the week and months of the year to the same on a calendar • Responds to yes/no questions about familiar topics

Receptive Language	Outcomes	Indicators *(suggested representative list)*
READING	**CR 1.3** **With support, demonstrates an awareness of the basic elements of reading through short, simple text** ***Keep in mind the silent period**	The Language Learner: • **Recognizes the Roman alphabet** • **B**eginning to use sight recognition and phonemic/contextual clues for comprehension Recognizes his/her name in a variety of formats (printed, typed) • **Recognizes school and environmental icons (washroom, exit, enter, etc)** • **Locates name, date, age, etc. in a variety of texts** • **Reads, with support, texts generated in class (LEA), calendars, grocery store flyers, lists** • **Understands basic narrative structure (beginning, middle and end) of simple texts** • **Organizes familiar words into alphabetical order** • **Recognizes title and page numbers in simple texts/published materials** • **Beginning to select and enjoy a variety of reading material** • **Participates in choral reading**

Expressive Language Use (Compose and Create)

K–12 GOAL Compose and Create (CC): Students will develop their abilities to speak, write, and use other forms of representing to produce a variety of messages in English for a variety of academic and communicative purposes and for a range of audiences.

Expressive Language	Outcomes	Indicators *(suggested representative list)*
Representing	**CC 1.1** **Expresses meaning using illustrations, key words, and non-verbal communications.**	The Language Learner: • Expresses understanding using non-verbal language such as symbols or gestures/pointing • Labels photos, charts, maps in supported tasks • Considers a variety of ways of representing events, ideas, and information (print, pictures, drawing)
Speaking Interaction	**CC 1.2.1** **Interacts in simple ways by using memorized language**	The Language Learner: • Uses learned, simple grammatical structures and sentence patterns in guided situations to: greet, take leave, ask questions • Plays simple language games; with a partner • Engages in simple spoken interactions using learned structures about personal and familiar topics (e.g., interview a partner about likes and dislikes; ask and answer questions related to basic personal information and/or classroom/school routines) • Requests help, clarification • Introduces self, using name, age, grade, school, country of origin • Responds to questions about time: days of the week, calendar, months
Speaking Production	**CC 1.2.2** **Produces simples sentences about self, people, places and common or recurring topics** **Begins to use techniques of repetition** **Shows interest in the sounds rhythms and stress patterns of English**	The Language Learner: • Names the letters of the Roman alphabet • Names the numbers 1 – 100 • Responds to basic questions about self-using learned structures/phrases • With support, reproduces basic features of pronunciation and intonation • With support, reproduces English minimal pairs, memorized sounds, rhythms/stress patterns • Describes a picture or image using familiar vocabulary • Presents, reads aloud simple, rehearsed sentences

Expressive Language	Outcomes	Indicators *(suggested representative list)*
		• Play with words and sounds (e.g., riddles, tongue twisters, rhymes, jump rope rhymes, songs, chants, choral readings)
Writing	**CC 1.3** **Provides personal and basic school-related details in written form**	The Language Learner: • Uses a pencil/pen comfortably and effectively • Prints on lined paper (left to right, top to bottom, stays on lines) • Prints the alphabet (in sequence and in random order) independently • Prints legibly, leaving spaces between words • Copies words and phrases from a variety of print media • Writes basic personal information from memory • Fills out a variety of simple forms, with basic personal information (name cards, facebook, application forms) • Copies LEA texts from whiteboard or computer • With support, prepares simple yes/no and wh-questions to interview a peer • Follows correct formatting instructions for final draft of pieces to be published. • Uses the period and question mark • Understands appropriate writing conventions such as period, capital letters for nouns and beginning of sentences, question mark for interrogative statements • Writes and replies to simple e-mails, with support • Writes labels for drawings • Recognizes the role of spaces between words in a sentence • Understands the concept of first and last, beginning and ending of a word • Explores and uses a keyboard to produce text

Student Self-Assessment of Language Use (Assess and Reflect)

K-12 Goal **Assess and Reflect (AR): Student will develop their abilities to assess and reflect on their use of the English language to achieve academically in all content areas and to use the English language in socially and culturally appropriate ways.**

	Outcomes	Indicators *(suggested representative list)*
Assess & Reflect	**AR 1.1** **Demonstrates an increased comfort level with English as an additional language**	The Language Learner: • Demonstrates a desire to use English for communicating • Exhibits growing confidence when using English whether in guided situations or spontaneous situations • Is curious about the sounds and patterns of English
Assess and Reflect	**AR 1.2** **Demonstrates an increasing awareness of personal strength and areas requiring attention in the new language**	The language learner: • Uses additional supports/materials to practice, review and extend new language • Asks for and uses feedback about progress in English • Recognizes areas requiring attention and invites strategies to attend to these areas (self-corrects pronunciation)

Numeracy Skills for Everyday Life

Goal **Numeracy (N): Students will develop their "capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen." (PISA 2003)**

	Outcomes	Indicators *(suggested representative list)*
Numeracy	**N 1.1** **Demonstrates an emerging number sense and computation ability**	The Language Learner: • Counts 0 – 20 independently • Counts 0 - 100 with prompts and visuals • With support, recognizes simple nominal, cardinal and ordinal numbers • Identifies even and odd numbers • Adds and subtracts single-digit, whole numbers • Understands the concept of half • Names and states the value of Canadian money • Contrast Canadian money with currency from country of origin • With support, counts multiples of coins and bills • Reads prices in flyers and online retail sites • Uses a calculator for adding, subtracting, dividing, multiplying everyday items such as groceries, retail purchases, lists of numbers • Tells time in analog and digital formats (up to 5 minute intervals)
	N 1.2 **Uses measurement for various school and everyday purposes**	The Language Learner: • Recognizes and names geometric shapes (circle, square, triangle, rectangle, diamond) • Measures familiar items (tables, doors, books) using a ruler with metric and imperial lengths • Identifies characteristics of items (such as which is shorter, longer, taller, lighter, heavier) • With support, reads the school daily schedule, timetable, bus schedule accurately • Reads a thermometer, temperatures in centigrade (in the classroom, newspaper, online) and distinguishes between warmest and coldest
	N 1.3 **Beginning to manage data and probability**	The Language Learner: • Collects and sorts a small number of simple data (temperature for the week, measurements, times) • Displays these data on posters or drawings • Groups these data according to a variety of characteristics (warmest to coldest, largest to smallest) • Uses known vocabulary to predict change (weather) or order the items • Is aware of fees for services such as cell phones, ATM's , internet

Suggested Topics and Themes

Four main themes are suggested for this level. Each theme is divided into topics. Teachers are encouraged to choose those themes and topics that are relevant to their students' needs and interests. Note that:

- Students will benefit from instruction which is **explicit, targeted, and focused** on subject-specific vocabulary.

- **Age-appropriate material**: Students must be treated as the young adults they are even though their language skills may mirror young children. Their life experiences are rich as are their intelligences. Thus, all materials used must respect their age-level and language level.

- The **urgent need for vocabulary**: In an acknowledgement of the current research which indicates English language learners' greatest need is vocabulary, teaching strategies that emphasize vocabulary enrichment are essential.

- It is understandable that ELLs will face challenges with the content areas as they work toward English language proficiency. However, placing English language learners with **peers who are fluent speakers of English** dramatically increases their exposure to both conversational and academic language.

- Selected themes will give students opportunities to make **connections to prior learning** and their life experiences from another country or culture. Cummins et al. (2005) stresses the importance of affirming identity in multicultural classrooms.

- Because these learners will present diverse learning profiles, it may or may not be necessary to cover all the topics in each area. The length of time spent on each area may also vary. Teachers will employ differentiated instructional strategies.

Explicit language instruction combined with **frequent and varied scaffolding** opportunities, organized into units which focus on **relevant themes or topics** will result in increased levels of proficiency and a deeper understanding of the academic language used in content areas.

Themes	Suggested Topics	Connection to Content Areas
Orientation to School in Canada	Personal profile School Classroom Tools for School Words for School Numbers for School	PAA photography, computer-use) Language Arts Arts Education Math
Community	Extended Personal Profile Family Profile Transportation Places in the Community (such as library, gym, shopping) Money and Employment (introduction to careers)	PAA (foods, clothing, photography) Language Arts Math Physical Education/Wellness Geography Career Education
Health and Wellness	Personal Health Physical Health Nutrition Psychological Health Leisure/Recreation	Wellness/Physical Education Language Arts Arts Education Food Studies Science

Cross-Cultural Connections	Here and There (connecting events, locating places in Canada and home country) Introduction to Canada (cities, capitals, provinces) Rights and Responsibilities Cultures We Share (symbols, music, dance, traditions, food)	Social Studies Geography Native Studies Language Arts Arts Education PAA (foods, clothing)

ELA and EAL

While it may seem overwhelming to close the literacy gap, ELLS with limited formal education can obtain a high school diploma and go on to future academic and professional success. With appropriate programming and the use of effective teaching and learning strategies, these students have as much potential as their Canadian-born peers.

The goal for ELLs with limited or interupted formal education is fluency in academic English but they have much more to learn than just the English language. In order to participate fully at school, they need to learn how to read, organize binders, do assignments, follow instructions, use school tools, follow a timetable, take the bus, and interact with students from different cultures. Meanwhile, these students have to adapt to their new country, and learn new social norms, take on responsibilities such as part time employment, care for younger siblings and/or parent their parents.

Thus, these students should not be placed in ELA classrooms at this level. Neither should they be placed in remedial settings. If mainstream placement is the only option, considerable adjustments and support will be necessary to ensure these students are receiving basic language and literacy development. Students who successfully complete this course will be ready to enter EALB10L and possibly sheltered instruction for ELA and Math

Effective Teaching and Learning Strategies

Saskatchewan classrooms have a rich diversity of students with differing backgrounds, languages, experiences, cultures, and values. It is the responsibility of teachers to use their professional expertise in order to make decisions about instructional approaches that will address this diversity. By encouraging varied and flexible approaches to teaching and learning, classrooms become more responsive to student needs and progress can be made toward attainment of educational goals.

Effective teaching and learning strategies move from teacher-supported and guided lessons to independent learning, using a process of gradual withdrawal of support known as **scaffolding.** Language learning students, in particular, benefit from a **before-during-after approach** in which the skills and strategies are introduced and demonstrated; then they are practiced with feedback; finally, the skills and strategies are applied independently by students, with time taken to reflect on their use (see page 14).

A list of resources which contain extensive information on teaching and learning strategies may be found in the *Suggested List of Resources* as well as in the *Appendix* of this course.

Selected strategies and techniques which are particularly effective with language learners have been listed below. The linguistic skills which are targeted in each strategy are identified as

► **Audio and Video Supports (L, S, V)**

Audio (digital books, e-books, books on tape, radio, sound files, etc.) and video tools (television broadcasts, movies, video files, documentaries, etc.) allow EAL students to practice listening to a wide range of voices and viewing speakers with different types of nonverbal behaviours. Learners listen to previously recorded text and/or video. They may follow along, pausing and replaying when necessary. The text can take the form of questions or dialogue where they are required to respond with an answer or a comment.

► **Cooperative Learning Strategies (S, L)**

Cooperative learning strategies can be powerful tools for encouraging language acquisition. According to Hill and Flynn (2006) in their book *Classroom Instruction that Works with English Language Learners,* small groups allow for many more opportunities to speak than is possible in whole class instruction and there is an increase in sustained dialogue. Cooperative learning groups 'demand' speech because each member has a role to carry out if the group as a whole is to succeed.

► **Dialogue Journals (W, RD, R)**

A dialogue journal is a strategy in which students use journals (print and/or non–print) to hold conversations with their teacher. They regularly share ideas, print and other visual representations, and receive feedback (advice, comments, and observations) in the new language. In addition to developing written communication skills, the strategy increases student participation and builds a positive relationship between a teacher and the language learner.

► **Echo Reading (S, L, RD**

In echo reading, a teacher the selected text and students repeat using similar pronunciation and intonation patterns. Visual and audio skills work together.

► **Explicit Instruction (L, V, RD)**

Explicit instruction is a teacher-directed method and one of the most common methods of instruction with language learners. It is mainly used for providing information or developing step-by-step skills.

► **First Language Use (W, RD, S, L)**

Strategic use of first language (L1) can prove to be an effective learning strategy. It allows students the opportunity to build bridges between concepts they already know in their home language and the English words for those concepts. There are numerous forms this strategy can take including dual language book projects with text written first in the learner's language then recorded on tape in English; writing an initial draft in the first language before English is attempted; collecting articles from

multilingual media sources on a common topic before reading about the topic in English, journal writing; creating personal dictionaries, etc.

► Graphic Organizers (V, R, W, RD, S, L)

Graphic organizers are visual communication tools that use symbols to express ideas and concepts. The organizers can be used, before, during, and after instruction as well as for assessment of learning. They may take many forms such as:

- Venn diagrams
- comparison and contrast charts
- mind maps
- K.W.L. (**K**now, **W**ant to Know, Have **L**earned) charts
- fishbone diagrams
- the 5W's information chart
- cause and effect flow chart
- concept ladder

Note**:** See http://freeology.com/graphicorgs/ and http://www.nlc.state.ne.us/epubs/E2000/H082-1996.pdf for numerous templates.

► Information Gap (L, S, RD, V, RP)

Information gap activities are part of authentic communication where the speaker and the listener hold different pieces of information. The speaker has to communicate with the listener to obtain information. In the classroom, we can use information gap activities to provide information to speakers and guided questions to listeners. For example, to help students practice learning capital and lowercase letters, teachers can give half of the class capital letters and half lowercase letters. Students must work together, asking each other questions, to complete the activity.

► Inside/Outside Circles (L, S)

This strategy has students actively engaged in listening and speaking. Students form concentric circles and engage in a directed speech activity with the person across from them. The outer (or inner) circle rotates, giving each language learner a new partner and a new opportunity for practice. This is particularly useful for building automaticity in learners.

► Jigsaws (L, S, RD)

This is technique used in many classrooms, including EAL classes. It is a useful way to provide manageable amounts of texts at varying levels of proficiency. Teachers can divide a topic into subtopics, assign groups of students to become experts in their subtopic and then to teach it to another group.

► Language Experience Approach (S, RD)

This approach, called LEA, uses students' words to create a text that becomes material for a reading lesson. Students describe a personal experience out loud to a teacher or peer. The teacher (or peer) writes the story down, using the students' words as the students follow along. The students then read their stories either aloud or silently. The strategy allows students to be involved in a number of language functions while bringing their own life experiences into the classroom. It is particularly useful for learners at the beginning stage of learning English. (More information is available in the Appendix section.)

► Nonlinguistic Representations (R)

Lessons using visuals are highly appropriate instructional strategies. EAL students, especially those at the early stages of language acquisition, will benefit from having visuals attached to words and being able to express their own understanding through such representations.

► Reading Aloud (S, RD)

Having students read a text aloud can have many benefits, including building reading fluency and confidence, practicing spoken fluency, and listening for meaning. However, EAL students must be given the opportunity to first read the text for meaning. Students should not be forced to read aloud and should not be assessed on their ability to read aloud. Texts will be designed for the level of the learner.

► Story Strips (R, S, V)

This strategy (which may be done individually or with a partner) has text cut into sections for students to reassemble in proper order. Teachers may use this strategy to work on transition words or cohesion in paragraphs. This can also be done as an oral activity for more advanced learners. Each learner in a group takes a strip, memorizes it and works with the group to recreate the correct order of the strips.

► SQ3R Strategy (RD, S)

SQ3R works with the before, during and after principle of making meaning to enhance a student's understanding and retention of text. There are five steps in SQ3R. First, **survey** (or preview) the text, noting previous knowledge (or opinions) about the topic or theme. Then pose **questions** and/or make predictions about what the text will contain. **Read** the text. **Recite** answers to the earlier generated questions. **Review** the text's main idea(s).

► TPR–Total Physical Response (L, S, R, V)

A fun and effective strategy especially but not exclusively, for beginning ELLs.   The teacher starts by simply directing the students to perform an action, then demonstrates the command and ultimately, has the student respond (with actions at first then words later). Instruction is concrete and can be used in introductory classes and beyond.   TPR uses natural rates of speech and begins with simple actions but overtime can employ scaffolding techniques to extend the content/learning to include reading and writing skills. (More information is available in the Appendix sections.)

► Word Walls & Personal Dictionaries (RD, V, S)

Word walls are organized collections of words prominently displayed in a classroom and used to support teaching and learning. They can be used both interactively with the teacher as well as independently as a reference for learners in their daily communications.

Students should be encouraged to keep personal dictionaries with vocabulary learned in the EAL class as well as in other classes. Separating the words into themes will aid retention.

Effective Assessment and Evaluation Strategies

Student assessment and evaluation are an integral part of good teaching practices. These practices must be well planned, purposeful, and attached to specific learning outcomes. They must also inform classroom instructional approaches and strategies, so that improvements to students learning are always being made. Assessment tools guide both teachers and students in making decisions about attainment of learning outcomes. For students who are learning English as an additional language, assessment activities should:

- Focus on observable, measurable, and attainable skills which show growth in **language use and communicative abilities**
- Involve a **variety** of language competencies (as in real life)
- Take place in a variety of contexts which target **academic learning**

Assessment and evaluation strategies which are particularly effective for students who are learning English as an additional language have been identified below. These are followed by summative checkpoints which can be used to assess language progress.

► Checklists

Checklists are an efficient method of gathering information on student's language development. Teachers write dates, checkmarks and/or notes next to specific skills, behaviours or concepts. Both teachers and language learners can use check lists as assessment instruments.

► Cloze

Cloze (fill in the blanks exercises) can assess students' reading and writing strategies as well as the ability to make sense of text.

► Interviews and Conferences

Conferences with individual students allow teachers to gain insight into a student's strengths, progress and learning needs. Dated notes on the conversations can be kept in binders, on discs or in student files.

► Observations and Anecdotal Records

Observations provide a way of gathering information that may not be picked up in other types of assessments. Anecdotal records are a form of ongoing assessment of student(s) in the classroom. These 'jot-notes' provide the teacher with information as to how the student is processing information, collaborating with students as well as general observations on learning styles, attitudes and behaviours. Such records are a valuable form on ongoing assessment.

► Oral Presentations

Students are allowed to verbally share their knowledge. Some students may choose to do an oral presentation, role play, or demonstration. Students can read passages of text. A checklist or rubric may be used to assess specific language elements such as word recognition, pronunciation, and intonation.

► Portfolio Assessment

Portfolios are purposeful, organized collections of materials from a student's classroom activities. Collecting and maintaining a portfolio of student artifacts including samples of work, tape recordings, and journals is an excellent way to record and demonstrate a student's progress over time and from a variety of sources.   Each sample is dated and may include a brief explanation about the reason for its inclusion. Portfolios allow students and their parents/caregivers to see various stages of work in progress. They provide a self-portrait of students as learners.

► Response Logs

A response log gives a teacher insight into the language abilities and understandings of language learning. The log can be used in conjunction with a conference with the student.

► Rubrics

Rubrics are scoring guides or sets of expectations used to assess student level of understanding and allow students to know the expectations and what they need to do in order to be learning at a higher level. They have been called, road maps, telling students and teachers where they're going and how to get there. See **Appendix D** for sample rubrics.

► Self-Assessment

Students should be encouraged to reflect on their learning, using either their first language or their newly acquired English skills. They can set personal goals on their own or in partnership with educators and or family members. Students benefit from learning the language of self-assessment through oral discussion and teacher modeling. Student engagement increases as students actively think about their learning.

► **Writing Scaffolds (RD, W)**

Writing scaffolds are temporary frameworks that facilitate a student's ability to use new words and phrases within sentences, paragraphs and other forms of writing at a level that they are not yet able to produce without guidance or support. For learners with limited or interrupted formal education, the following can be effective:

Cloze procedures, the simplest form of writing scaffold, involve inserting missing words and phrases to produce meaningful text.

Sentence completion strategies provide students with a prompt or a framework which helps them to construct sentences of various types.

Summative Checkpoints for Evaluating Progress in EAL

Evaluation of progress in EAL may seem like a difficult task, but showing where language progress has been made is more manageable when the assessment and evaluation strategies are clearly linked to the course outcomes.

The charts which follow offer examples of summative tools for teacher and student use. The checkpoints in language development are based on the outcomes of this course. They articulate what a student is able to do as a result of their learning experiences in Introduction to English 10L

Checkpoints: EAL A10L to EALB10L Level 1

A student may be ready to move from **EAL A10L** to **EAL B10L** when the student:

- has achieved the skills for successfully participating in the daily routines of school (regular attendance, punctuality, use of school tools and materials)
- asks for help when needed
- makes connections between oral language and print
- understands book conventions of front to back, left to right, top to bottom
- connects letter symbols and sounds
- can copy familiar words and phrases
- can produce familiar letters, numbers, phrases with some assistance
- recognizes basic personal information in a variety of formats (student ID, application forms, username)
- recognizes school and environmental icons
- responds to yes/no questions about familiar, personal topics (name, age, address)
- understands basic instructions delivered slowly and with gestures/visuals
- can label pictures with familiar, high-interest or high-frequency words
- can pick out some familiar words and phrases if the oral message is clear and delivered slowly
- can understand the general idea of text if accompanied by visual clues
- can read a short rehearsed statement
- can label a diagram with some functional vocabulary (classroom objects)

Student Self-Assessment: EAL A10L to EAL B10L Level 1

I may be ready to move from **EAL A10L** when I:

- ❖ Can greet people: *Hello, how are you? What is your name? My name is….*
- ❖ Can answer simple questions about myself, my school, my family.
- ❖ Can participate in all school activities: attend regularly, be on time, sit in desk, stay at school.
- ❖ Can ask for help. *Where is the bathroom? What time is it? What bus do I take? Who is my next teacher? What did you say?*
- ❖ Can identify some important words: teacher, student, desk, door, mother, brother, book, library
- ❖ Can write my name, age, address, nationality.
- ❖ Can label a picture showing vocabulary I need. parts of the body, colours, numbers, food
- ❖ Can identify and say the letters of the alphabet.
- ❖ Can say and write numbers 0 – 20.
- ❖ Can identify numbers 0 – 100 with help.
- ❖ Can tell time and measure objects in the classroom.
- ❖ Can use my language to: talk with my peers, my teachers, my doctor (with assistance).
- ❖ Show that I am making progress and practicing my new language skills.

Suggested Teaching and Learning Resources

When possible, for this course, teachers are encouraged to create their own material after meeting their students and to include the students in making material. Students will benefit from developing fine motor skills such as using scissors, gluing, colouring, numbering and from practice with counting, folding, matching and stapling. For example, students might:

- make books for sequencing or to depict everyday routines,
- use art to tell stories,
- use flyers to make models of their bedrooms/homes/classrooms,
- make flash cards of important vocabulary or the alphabet
- make bingo cards

Technology such as the smart board and NeoWriter can enhance the learning environment.

Most ready-made materials for use with high school-aged ELLs who have limited or interrupted formal education will have limitations. However, being aware of commercial high school or adult EAL/ literacy materials will assist the new teacher in getting started. **Teachers are reminded to use age-appropriate material.**

The following sample of commercial materials has been previewed and/or used by the course developer. The resources are categorized according to skills or content. All websites and materials were available at the time of writing this course.

> ➢ **Integrated Skills**

Berish, L & Thibaudeau, S. (1996) *Canadian Concepts 1 – 2nd Edition.* Pearson Longman. (ISBN13 : 9780135916865)

Boyd J & Boyd, M. (1991). *Before Book One – Listening Activities for Pre-beginning Students of English, 2nd Edition.* Prentice Hall. (ISBN-13: 978-0130682895)

Callan, N. (2005). *Callan's Beginner Canada Jigsaws & Callan's Holiday Beginner's Jigsaws 1.* www.ESLJIGSAWS/com

Kraskens, A & Cooper, D. (2000). *Calendar Activities.* Canadian Resources for ESL. www.eslresources.com

Molinsky, S & Bliss, B. (1990). *Access: Fundamentals of Literacy and Communication.* Pearson. (ISBN-13: 978-0130042354)

Richards, J., Barbisan, C. & Sandy, C. (2009). *Connect Series –Level 1* (2nd ed.). Cambridge University Press. (also http://www.esl.net/connect.html) (ISBN: 9780521690034)

Saslow, J. (2003). *Literacy Plus A: Language, Life skills, Civics for Preliterate Adults* Pearson Longman. http://www.pearsonlongman.com/ae/literacy_plus/

Wong Nishio, Y. (2006). *Longman ESL Literacy, 3rd Edition.* Pearson. (ISBN-13: 978-0131951020)

Yedlin, J. & Linse, C. (1992). *New Arrival English - Literacy and School Orientation*. Heinle & Heinle. http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M2b&product_isbn_issn=0838422535&discipline_number=301# (ISBN-13: 978-0838422533)

> **Writing**

Becker, D. (1997). *On the Write Track: Beginning Literacy and Academic Skills.*
Alta Book Center Publishers (USA). http://www.altaesl.com/index.cfm   (ISBN: 978-1-882483-38-9)

Roessingh, H./University of Calgary. *Family Treasures and Grandma's Soup: A Dual Language Book Project* (http://homepages.ucalgary.ca/~hroessin/index.html)

> **Vocabulary Development/Reading Comprehension**

Adelson-Goldstein, J. (2008). *Oxford Picture Dictionary Monolingual English Program.* Oxford University Press.
http://elt.oup.com/catalogue/items/global/dictionaries/oxford_picture_dictionary/978019436976 3?cc=us&selLanguage=en&mode=hub&elt.r=%2Fus%2Fcatalog%2Fgeneral%2Fseries%2F OxfordPictureDictionary2E%2F%3Fview%3Dusa (ISBN13: 9780194369763)

Gramer, M. F. (2003). *The Basic Oxford Picture Dictionary Program.* Oxford University Press.
http://www.oupcanada.com/esl/young_adult_and_adult/dictionaries/picture/opd_basic.html (ISBN 978-0-19-437232-9)

Lang-O-Learn: 5 Box-Set: Food Cards, Animal Cards; Vehicle Cards; Clothing Cards; Everyday Object Cards (in 17 languages) http://www.stageslearning.com/shop/langolearn-5-box-set-p-1573.html

Meyers, M. (2003). *The Stickman Reader*. Mainstream Publications
http://www.mainstreampublications.com/bbe.html#3

Molinsky, S. & Bliss, B. (2006). *Word by Word Basic Picture Dictionary (2nd ed.).* Pearson-Longman ESL. http://www.pearsonlongman.com/ae/wordbyword/ (ISBN-13: 978-0131956049)

Molinsky, S. & Bliss, B. (2006). *Word by Word Picture Dictionary (2nd ed.).* Pearson-Longman ESL. http://www.pearsonlongman.com/ae/wordbyword/ (ISBN-13: 978-2761322140)

Molinsky, S. & Bliss, B. (2007). Word by Word Picture Dictionary Second Canadian Edition. Pearson-Longman.

http://www.longmanesl.ca/word_by_word_picture_dictionary_p23576409.html
(ISBN13:9782761322140)

SRA/McGraw-Hill. (2004). *Photo Library - Complete Collection.* McGraw-Hill.
 (ISBN: 9780076004157)
TumbleReadables - http://www.tumblereadables.com

> **Numeracy/Math:**

McGraw-Hill Ryerson (eds.). (2005) *Prism Math Canadian Edition Gold.* McGraw-Hill
Ryerson.
http://www.mcgrawhill.ca/school/explore/9780070960299/prism+math+gold+student+workbook/ (ISBN: 9780070960299)

McGraw-Hill Ryerson (eds.). (2005) *Prism Math Canadian Edition Brown.* McGraw-Hill
Ryerson.
http://www.mcgrawhill.ca/school/products/9780070960237/prism+math+brown+student+workbook/ (ISBN: 9780070960237) Brown

SRA/McGraw-Hill. (2008) Number Worlds: Vocabulary Card Package I. McGraw-Hill.
 (ISBN: 9780076124251)

> **Software:**

The Alphabet - NAS Software http://www.nas.ca/home.html

Counting Coins - NAS Software *http://www.nas.ca/home.html*

Dollars & Cents - NAS Software *http://www.nas.ca/home.html*

Learn to Drive: An Interactive Driver Education Resource. (2006)
Great Plains College, 129-2nd Avenue N E, Swift Current SK S9H 2C6 (306) 773-1531

Mammoth Math http://www.mathmammoth.com/

Measuring Up - NAS Software *http://www.nas.ca/home.html*

Rosetta Stone Language Learning CD Rom Levels 1 and 2 - Fairfield Technologies
www.RosettaStone.com

School Specialty – Literacy & Intervention: Academy of Reading/Academy of Math
http://eps.schoolspecialty.com/products/?subject=62S

Talk Now! - NAS Software http://www.nas.ca/home.html

> **Pronunciation and Speaking:**

American English Pronunciation Practice.   http://www.manythings.org/pp/

Doyle, E. (2000). *It's time to Talk Again!: 101 More Pages of Questions for Communication and Fluency.* Canadian Resources for ESL. www.eslresources.com

Kuizenga Romijn E. (2002). *Puppies or Poppies: ESL Bingo.* Command Performance Language Institute. http://www.cpli.net/teachersmaterials/teachers5.html
ISBN: 978-0-929724-42-9

> ➢ **Online Resources**

Bow Valley College "Bridge Program
http://www.esl-literacy.com/sites/default/files/Bridge%20Program%20Overview.pdf

Curriculum Services Canada
http://www.curriculum.org/index2.shtml

Discovery School: http://puzzlemaker.school.discovery.com

English as a Second Language Tutor Training Kit
http://www.nald.ca/clr/ttk/ttm/TTKTTM.pdf

ESL Galaxy -An ESL/EFL Lesson Plan & Teaching Resource Portal
http://www.esl-galaxy.com/writing.html

Frontier College. Literacy learning for life
http://www.frontiercollege.ca/english_literacy.html

Lanternfish: http://bogglesworldesl.com/

Literacy Centre.net: www.literacycentre.net

National Clearinghouse for English Language Acquisition and Language Instruction
Educational Programs www.ncela.gwu.edu

Online Writing Lab: http://owl.english.purdue.edu/handouts/esl/index.html

Pearson-Longman ESL http://www.pearsonlongman.com/

Ron Chang Lee (Rong-Chang Li), Ph.D. – English as a Second Language Resources
http://www.rong-chang.com/eslmag.htm

Sheltered Instruction Observation Protocol http://www.cal.org/siop/index.html

Usingenglish.com – free resources for EAL teachers
http://www.teachersfirst.com/getsource.cfm?id=6900

Vocabulary building: http://lextutor.ca

Writing Across the Curriculum: Marquette University
http://www.marquette.edu/wac/esl/TipsforESLWriters.shtml

> **Professional Resources:**

Birman, D. (2010) "Refugee Children with Low Literacy Skills or Interrupted Education: Identifying Challenges and Strategies."
http://www.springinstitute.org/Files/refugeechildrenbehavior3.pdf

Brown, H.D., (2006). *Principles of Language Learning and Teaching, (5th ed..).* Pearson Longman. (ISBN-13: 978-0131991286)

Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy, (3rd ed.).* Pearson Longman. (ISBN-13: 978-0136127116)

Centre for Applied Linguistics: http://www.cal.org

Centre for Canadian Language Benchmarks. (2000). *Canadian Language Benchmarks 2000: ESL for Literacy Learners.* http://www.language.ca/pdfs/esl_literacy.pdf

Government of Ontario. (2008) *Supporting English Language Learners with Limited Prior Schooling: A practical guide for Ontario Educators – Grades 3 – 12.*
http://www.edu.gov.on.ca/eng/document/manyroots/ELL_LPS.pdf

Gunderson, L. (2008). *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice.* (2nd ed.). Routledge (ISBN-13: 978-0415989725)

Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.).* Pearson Longman - http://www.jeremy-harmer.com/ (ISBN: 9781405853118)

Helmer, S. & Eddy, C. (2003). Look at me when I talk to you: ESL learners in non-ESL classrooms, 2nd Edition. Pippin Publishing. (ISBN: 0-88751-108-2)

Robertson, K. & Lafond, S. (2008). *How to Support ELL Students with Interrupted Formal Education (SIFEs.).* www.colorincolorado.org/article/27483/?theme=print

University of Toronto OISE (Ontario Institute for Studies in Education) ESL Infusion
http://www.oise.utoronto.ca/eslinfusion/Home/index.html

> **Human Rights Education/Refugee Issues**

Canadian Council for Refugees: http://ccrweb.ca/en/home

Government of Canada Refugee Board: www.irb.gc.ca

Human Rights Watch: www.hrw.org/legacy/campaigns/refugees/index.htm

Kassum, F. & Natale, G. (2007). "PeaceTalk: A Unit of study in LEAP classrooms."Toronto District School Board.

http://www.tdsb.on.ca/wwwdocuments/about_us/director/docs/LEAP%20Peace%20Talk%20Unit.pdf

Manitoba Education. (2005). "Building Hope: Appropriate Programming for Adolescent and Young Adult Newcomers of War-Affected Backgrounds and Manitoba Schools." http://www.edu.gov.mb.ca/k12/cur/eal/building_hope.html

Office of the High Commissioner for Human Rights-United Nationshttp://www.unhcr.org/cgi-bin/texis/vtx/home

UNICEF. http://www.unicef.ca

The United Nations Association in Canada. http://www.unac.org/ready/en/home.php

The United States Conference of Catholic Bishops/Migration and Refugee Services. "Bridging Refugee Youth and Children's Services." http://www.brycs.org/

> **Provincial Government Sites For Policy and Curriculum**

Alberta Education: English as a Second Language – Government of Alberta
http://education.alberta.ca/teachers/program/esl.aspx

Department of Education and Early Childhood – Government of Prince Edward Island
http://www.gov.pe.ca/eal/

"ESL Foundation: A foundation English course for grades 7 -12 students with limited literacy skills." Newfoundland and Labrador Education.
http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/esl_foundation_curriculum_guide_intermediate_senior_high.pdf

Manitoba Education, English as an Additional Language: Government of Manitoba
http://www.edu.gov.mb.ca/k12/cur/eal/index.html

Ministry of Education – Government of Saskatchewan
http://www.education.gov.sk.ca/EAL

Ministry of Education – Government of Ontario
http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf

> **Professional Organizations:**

Alberta Teachers' Association English as a Second Language Council
http://eslc.teachers.ab.ca/Pages/Home.aspx

Alberta Teachers of English as a Second Language (ATESL)
http://www.atesl.ca/cmsms/index.php

Centre for Canadian Language Benchmarks http://www.language.ca/

SK TEAL – STF Special Subject Council www.skteal.com/

TEAL Manitoba http://www.tealmanitoba.ca/

TESL Canada http://www.tesl.ca/

TESL Saskatchewan www.teslsask.com

TESOL (Teachers of English to Speakers of Other Languages) www.tesol.org

TESL Ontario   http://www.teslontario.ca/

Appendix A – Cues, Conventions, Forms and Functions

Language study is at the centre of EAL instruction. The study of the forms and functions of the six strands of language (listening, speaking, reading, writing, viewing, and representing) and of the elements and conventions associated with each language cueing system (i.e. pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic) enables students to understand language and to use it appropriately in a variety of communicative and academic situations.

Language Forms and Functions

ELLs with limited or interrupted education must be given the opportunity to recycle a small number of language forms and functions. Instruction within an appropriate context is essential. The following chart is just a few of the forms and functions these students may study. Each classroom situation will be varied.

Language Forms	Language Functions
Nouns	Ask
Pronouns	Tell
Verbs	Greet
Prepositions	Accept
Questions	Decline
Punctuation	Share

Language Cueing Systems

The following aspects of language study are central to teaching and learning:

➢ *Pragmatics* is the study of how people choose what and how to communicate from the range of possibilities available in the language and how the receiver will be affected by these choices. For example,
- street language, standard English, formal registers

➢ *Textual* cues and conventions refer to how the ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text. For example,
- headings
- bullets
- titles
- tables of content
- text boxes

- ➢ *Syntax* is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subject). For example,
  - sentence patterns in different types of sentences–declarative, interrogative, etc.
  - simple, compound, complex sentences
  - paragraph structures in different types of constructions–compare/contrast, chronological, etc.

- ➢ *Semantic/lexical/morphologica*l cues and conventions refer to how the words and vocabulary of a language are used or understood by a particular person or group. Words can also be studied for their meaningful parts. For example,
  - prefixes
  - suffixes
  - root words
  - Latin and Greek roots

- ➢ *Graphophonics* is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. For example,
  - consonant blends
  - vowel blends
  - silent letters
  - long and short vowel sounds

Other cues and conventions are also found in communication acts. These include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.

Appendix B – Language Proficiency Levels

The six proficiency levels in the charts which follow were created by the provincial EAL working group . The charts are the result of a thorough review of existing language reference scales, standards, and benchmarks from interprovincial EAL/ESL documents, Western and Northern Canadian Protocol (WNCP) language documents, and the Common European Framework of Reference (CEFR) for languages.

The first row of the chart gives short **behavioural descriptors** of English language learners as they move between the six levels of language proficiency. Note that the descriptors are **general in nature** and may not necessarily characterize all language learners.

The remaining rows identify the English **language competencies or skills** which develop (at varying rates) along the continuum. The competencies describe what students will know and be able to do in the new language as they move along the continuum.

Transitions between levels are dependent on a number of factors, such as student age, background experiences, academic skills, instructional time and intensity, environment, and 'language distance' between the first language(s) and English. However, the chart clearly shows the linguistic differences between beginner levels of language learning and the final level (Level 6), which describes near-native fluency.

At this time, there is no proficiency level for high school-aged ELLs with limited or interrupted education. However, it is certainly useful to "look forward" at the levels as described in the following charts and be ready for the likelihood that some of the students will develop at vastly different rates.

(Ministry of Education, Government of Saskatchewan August 2010)

It is important to note that text refers to any form of communication, whether oral, written, visual, or multimedia, which constitutes a coherent, identifiable communicative function. (Definition is adapted from Saskatchewan ELA documents.)

Language Proficiency Levels

	Level 1		Level 3	Level 4	Level 5	Level 6
Behavioural Description	Student is generally a silent observer. There may be signs of anxiety. Communication will be largely non-verbal with reliance on visual clues, gestures and pointing. Student may use first language in an attempt to communicate.	Student may be quiet or somewhat reserved. There may be some confusion, frustration and/or uncertainty exhibited. Communication may be accompanied by gestures, pointing, or use of props. Communication deals with concrete subjects and situational needs.	Student is beginning to demonstrate increased comfort and confidence in routine or familiar classroom situations. Student attempts simple conversations in the new language.	Student has the confidence to initiate conversation with native language speakers using the target language.	Student has the confidence and competence to participate in classroom activities using the new language. Student communicates with teachers and peers using the new language.	Student is comfortable when communicating with teachers and peers and will participate in classroom activities with minimum reservation. Student uses the target language confidently for both social and academic purposes. Language use is approaching that of a native language speaker of the same age.
Receptive Language Use **Viewing (V)** **Listening (L)** **Reading (RD)**	May recognize some environmental print/signage (V) May recognize some basic words related to daily living (L), (V) Knows most letters of the English alphabet and their corresponding sounds (RD) May recognize some early reading sight words in context (RD)	Understands the basic meaning of visuals, illustrations and graphics used in simple text. (V) Can understand simple, recurring words and phrases. (L) Has a limited sight vocabulary of basic words (RD) Can point out basic information in simple text (RD)	Comprehends visuals, illustrations, and graphics used in basic text. (V) Comprehends and tries to respond to text about familiar topics, with the help of repetition and common or recurring phrases. (L) Can read and understand short text which uses high frequency words. (RD) Has a moderate sight vocabulary. (RD)	Can derive some meaning from visuals used in texts. (V) Can understand the main ideas of everyday conversations provided the text is clear/at a slow pace. (L) Can comprehend a limited range of vocabulary needed for academic learning. (RD) Can read and get main ideas from simple text dealing with familiar topics. (RD) Can read new and/or more complex text with support. (RD)	Can derive meaning from most visuals. (V) Has the necessary listening strategies to comprehend a variety of simple new texts. (L) Can understand most social conversations without support, and academic conversations with support. (L) Has a working sight vocabulary and is intentionally learning specialized vocabulary associated with subject areas. (RD) Can recognize patterns of word structure and	Derives meaning from a range of visual representations (V) Can understand academic speech independently when delivered at a normal rate. (L) With rehearsal, can read with expression and attend to punctuation signposts. (RD) Can distinguish between fact and opinion; cause and effect; comparison and contrast. (RD) Can recognize bias and inference. (RD) Identifies new words

		Level 1		Level 3	Level 4	Level 5	Level 6
						use them to determine contextual meaning. (RD) Has the necessary reading strategies to comprehend a variety of basic informational texts. (RD)	encountered in a variety of unfamiliar text and can derive meaning from context, or search out meaning as required. (RD)
Expressive Language Use **Representing (R)** **Speaking (S)** **Writing (W)**	Records ideas and expressions with visual images and symbols (R) Expresses some understanding through visuals (R) Uses common phrases, greetings and expressions of politeness. (S) May repeat text*, with limited understanding (S) May copy text*, with limited understanding (W) Recognizes that print has meaning, but is unable to create text* independently (W)	Can express some understanding of simple text containing symbols, graphics, or visual supports. (R) Can provide short (one or two word) responses accompanied by prolonged pauses as student searches for a word. (S) Develops and uses word banks of functional expressions to aid communication (S) Can produce a few simple structures (W) Can use a limited number of conventions like capital letters and periods. (W)	Can express understanding of simple text through a range of illustrations and graphics (R) Can imitate phrase and sentence patterns using alternative words and phrases. (S) Demonstrates ability to generate simple words and phrases using vocabulary associated with daily living. (S) Can respond appropriately to simple questions on a familiar topic with some automaticity. (S) Can copy phrase and sentence patterns using alternative words and phrases. (W) Can fill in forms with personal details. (W) Uses basic language conventions with some accuracy. (W)	Can express understanding of functional text through a range of illustrations and graphics. (R) Can write and deliver a simple, short oral presentation on a familiar topic. (S) Can interact without lengthy pauses searching for a word .(S) Can respond to the 5W questions using simple sentences. (S) Begins to modify interactions to reflect different audiences, purposes, and contexts. (S) Can use some vocabulary associated with academic learning. (S) Can write simple sentences. (W) Experiments with more complex constructions. (W) Applies basic language conventions accurately. (W)	Can express understanding of most texts through a range of illustrations and graphics. (R) Can present academic ideas and information orally in simple, structured situations. (S) Usually adjusts message for audience, purpose, situation. (S) Oral communication demonstrates an understanding of context. (S) Without support, student can create and compose a variety of organized and coherent texts. (W) Exhibits accuracy when using most language conventions. (W)	Can express understanding of functional and academic text through a range of illustrations and graphics. (R) Can converse fluently in academic and social conversations. (S) Interacts appropriately considering audience, purpose, and context. (S) Can present academic ideas and information at or very near age–appropriate level. (S) Can create and compose a variety of cohesive compositions which demonstrate understanding of the language features specific to the text type. (W) Uses a range of strategies to produce communications very near to age–appropriate fluency levels.(W)

Appendix C – EAL and Subject Area Integration

The process of learning the English language through subject area study can be a major challenge for English language learners, yet research indicates that simultaneously learning content, and the language needed to understand that content, is far more effective than learning language and content separately (Alberta Education, 2007). It follows that **teachers must plan for integration** of explicit language instruction into their content area lessons.

The aim of language learning through content area instruction is to help students to learn key terms and phrases in the context of a topic or theme within a discipline. In other words, language is best learned when framed by the topics, tasks, or situations in which it makes sense; vocabulary is given meaning because it is not isolated from its context.

The following chart illustrates how aspects of content area study might be integrated with English language development:

In mathematics, students: • read graphs and charts • make lists and charts • gather and organize data • ask questions • make generalizations • communicate mathematical ideas • present ideas • use appropriate group behaviour • paraphrase	**In science, students:** • record data • formulate questions for inquiry • classify information • compare and contrast information • recognize relationships; e.g., sequence, cause and effect • express data in charts, graphs and maps • explain • generalize • make decisions • work in groups
In English language arts, students: • use language to talk about language • use appropriate language for the audience, purpose and situation • write to clarify and share • talk to organize and communicate experiences • use reading strategies appropriate for particular purposes • recognize different formats	**In social studies, students:** • locate, gather, organize information • express and present information and ideas • speak, demonstrate and write • interact with others • propose solutions to problems • make decisions • use context to gain meaning • read for a variety of purposes • recognize relationships; e.g., sequence, cause and effect

Appendix D – Sample Rubrics for Assessment and Evaluation

The following rubrics are intended to be used as examples only. Teachers should modify them according to the context of studies and the needs of their own students. For ELLs with limited or interrupted education, providing picture-only rubrics may be required at the beginning. A translated version would be helpful as well. These samples have been adapted from Nebraska K–12 Language Framework (1996). For other sample rubrics, see: http://www.nlc.state.ne.us/epubs/E2000/H082-1996.pdf

ORAL PRESENTATION RUBRIC – SAMPLE A

	4 Yes!	3 Yes, but…	2 No, but…	1 No
Pronunciation	Good pronunciation	Most words pronounced correctly	Some problems with pronunciation	Many pronunciation problems
Fluency	Speaks naturally	Speaks naturally with a few pauses	Many pauses	Long pauses, slow
Comprehensibility	Easily understood	Understandable	Difficult to understand	Cannot understand
Vocabulary	Excellent use of vocabulary	Some use of vocabulary	Minimal use of vocabulary	Vocabulary is not used
Performance	Lively, enthusiastic; good eye-contact	General enthusiasm; some eye-contact.	Low energy; limited Eye-contact	Reads from cards, no eye-contact

*A bilingual version of this rubric will assist ELLs with limited or interrupted formal education

ORAL PRESENTATION RUBRIC – SAMPLE B

	Exceeds Expectations	3	2	1
Usage	Excellent	Uses what is being studied very well	Some errors with application of what is being studied	Does not appear to understand what is being studied
Vocabulary	Creative use of vocabulary	Vocabulary is appropriate to present level of study	Some use of current vocabulary; key words missing	Minimal use of targeted vocabulary at present level of study; words used incorrectly

Appendix E – Sample Assessment and Evaluation Resources

ASSESSMENT OF LEARNING GRID

The following table contains samples of instructional activities which can provide evidence of learning.

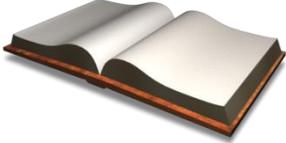| Completing a worksheet in class	Participate in KWL exercise	Peer feedback	Playing a game	Small group working together	Journal entry in response to teacher's comments
Venn diagram	Listening when students correct an exercise using 2x4 strategy	Homework assignment	Using manipulatives	Guided reading	Unit exam
Oral quiz	Learning log	Individual conference	Exit pass	Problem of the week	Group conference
Class meetings	Role play	Student response to a story, poem, song	Teacher listens as student assesses his/her work in relation to criterion	Inside/outside circle	Student to student interview
Oral presentation	Dialogue	Email or letter	Writing/producing an advertisement	Submission to a class newsletter	Writing a recipe or other instructions

STUDENT PORTFOLIO FOR EAL

- o   Cover page or file folder to personalize portfolio
- o   Table of contents
- o   Statement of EAL goals and course outcomes
- o   Items that represent student understanding of concepts
- o   Items that illustrate language learning progress, which could include excerpts from learning logs and journals, and samples of work in all stages from conception to final product, along with student comments or explanatory remarks
- o   Dual language projects (first language, English)
- o   Visuals, audio, video, or CD demonstrating language use
- o   Performance items demonstrating language progress through themes or topics
- o   Items chosen by teacher
- o   Items chosen by students

- o   Rubrics, including student self-assessments
- o   Captions with each selection: student identifies the pieces, explains the context in which they were produced and discuss reasons for this particular selection. This could form the table of contents; e.g. My Most Challenging Project, The Piece I like Best, My Best Writing, etc.

Adapted from Alberta Education (2007) *http://education.alberta.ca/media/507659/eslkto9gi.pdf*

BEFORE-DURING-AFTER READING SELF-ASSESSMENT CHECKLIST

	Before Reading ✓ I look at the beginning of the book. ✓ I read the title ✓ I look at the illustrations ✓ I turn the pages. ✓ I say what I know.
	During Reading To help me understand the story: ✓ I look for names. ✓ I look for the words I know ✓ I ask about the words I do not know ✓ I look at pictures.
	After Reading ✓ I talk about the story. ✓ I read parts of the story again. ✓ I think about the story and think about my life story.

*Adapted for ELLs with limited or interrupted formal education.

Appendix F: Sample Plan

Introduction to English A10L

Theme: The Classroom

Topic: Introductions/Greetings

Goal: Students will develop new language with which to greet each other and to begin each class. Students will feel welcomed in their new classroom when the teacher greets them at the door and models the new language.

Skills Emphasized: Speaking, listening, writing (copying), viewing

Time: 3 hours

Outcomes	Indicators
O 1.1 **Demonstrates an understanding of requisite behaviours and skills to participate in a school setting**	**Entering the classroom** • Develops appropriate relationships with staff and peers
CR 1.1 (Viewing) **Demonstrates understanding of illustrations, visual, and graphics found in adapted and authentic text**	**Name Cards** • Recognizes name • Locates name card **Flash Cards (with greetings/instructions)** • Locates specific greetings
CR 1.2 (Listening) **Comprehends speech that is made up of familiar words, phrases and carefully articulated statements with appropriate pauses and visual to assist in recognition (face to face interaction)**	**Greetings** • Follows brief commands (where to sit, repeat when asked) • Understands basic introductory expressions (selects appropriate greeting flash card)
CR 1.3 (Reading) **With support, demonstrates an awareness of the basic elements of reading through short simple texts**	**Name Cards** • Recognize name • Recognize others' names
CC 1.1 (Representing) **Expressing meaning using illustrations, key words, and non-verbal communications**	**Name Cards** • Make name cards **Country of Origin Cards** • Prints/copies country of origin • With support, locates country on world map
CC 1.2.1 Speaking (Interaction) **Interacts in simples ways by using memorized language**	**Name Cards** • Uses name to introduce self to teacher and classmates **Greetings**

	• Greets teacher and students using specific greets (prompted by greeting flashcards)
CC 1.2.2 Speaking (Production)	**Name/Greetings:** • Repeats name slowly (following teacher example) • Repeats greetings (as modeled by teacher)
CC 1.3 Writing **Provides personal and basic school-related details in written form**	**Name Cards/Country of Origin** • Copies/prints name on prepared form • Assists teacher in copying one or two features of name in adapted name card • Prints legibly, leaving spaces between words • Uses pencil (marker, pencil crayon) to complete tasks
AR 1.2 Assess and Reflect **Demonstrates an increasing comfort with English as an additional language**	**Greetings** • Demonstrates a desire to use English for completing the tasks (of introductions and greetings) • Demonstrates a curiosity about producing the learned phrases accurately
N 1.3 Numeracy **Demonstrates an emerging number sense and computation ability**	**Greetings/Country of Origin** • Practices counting how many countries and how many students in class (with teacher support)

Teaching and Learning Strategies	Assessment & Evaluation Strategies	Resources
CR TPR: Teacher welcomes students into classroom and shows/tells/does the desired behaviour for the start of class Modelling: Teacher demonstrates how to say the desired phrases/words Word Walls: Name Cards and Country of Origins are put up after using for initial activity Group/Pair Work	Observation checklists (for spoken interaction, classroom behaviour)	Picture Dictionaries Smart Board for first language translations Teacher-made flashcards (with target phrases) Materials to make cards (card stock, pencil crayons, markers) World Map
CC Exemplar: Teacher creates examples of name cards and country of origin cards Direction Instruction: teacher demonstrates, with exemplars, the targeted task (name card, use of phrases)	Task Completion (Completes name cards; completes country of origin cards)	Teacher-made flashcards (with target phrases) Smart Board for first language translations Name Cards Country of Origin Cards
AR Paired Dialogue: (student-teacher, student-student) Uses Feedback – asks for clarification on pronunciation of target phrases/words	Anecdotal records (pronunciation problems, silent period)	Lined paper (specially prepared so students can practice writing new words if inclined) Writing materials (pencils)

LANGUAGE FEATURES

Target vocabulary and phrases: **The language will be presented/practiced/recycled/rehearsed.**

Name   Country   Hello   Hi   Good morning   Good afternoon

Good evening   How are you?   Fine   Great   Thank You

Awesome   What's your name?   Where are you from?

LANGUAGE FUNCTIONS/FORMS

1. Greeting

2. Asking Questions

3. Giving Information

4. Sharing Information

Appendix G: Sample Expanded Outline

Getting Started (Orientation)

Students will be welcomed into their new school and become familiar with basic school routines, basic teacher expectations and basic conventions of English.

Students will

- ✓ sit in desks for appropriate periods of time
- ✓ sit beside students of the opposite sex or students from countries
- ✓ attend regularly
- ✓ be on time
- ✓ remain at school or in the classroom until the end of the period or day
- ✓ bring and wear glasses (as needed)
- ✓ bring materials regularly
- ✓ ask for help from teachers and peers
- ✓ respond appropriately to simple oral instructions
- ✓ adapt to some key teacher expectations and school routines
- ✓ become familiar with basic school supplies
- ✓ learn to recognize the letters of the alphabet in sequence
- ✓ begin to make connections between print and meaning by practicing spelling their names (with guidance)
- ✓ practice pronunciation by using new vocabulary in conversation
- ✓ use basic patterns of standard Canadian English in several simple forms of writing
- ✓ practice and review the numbers 1 – 10 (how to say them and how to write them)

Topics/Activities:
It's Nice to Meet You! (Spoken Greetings and Introductions)
→ Greeting?
- • Model greetings: (Hello! Hi! Good Morning!…)
- • Practice greetings
→ What is an Introduction
- • Model introduction:
- • My name is _____.
- • I am _____ years old (age)
- • I come from _____. (country of origin)
→ Practice introductions
→ Extend greetings:
→ Write basic greetings in students' first languages, French, Cree, English, etc., post in classroom

My Name is….

Make student-created (or teacher created depending on students' skills) name cards
(Adaptation: If students are unfamiliar with the conventions of writing, prepare name cards for them.)

→ Recognizing my name:

- Use name cards at the beginning of every class for the first week
- When handing out the cards, teacher spells the students' names
- Over time, the students will spell their own names.
→ Review greetings and introductions with names
→ Identify students by country
→ Make/Write bilingual country cards (if students cannot write their own use computer-generated material)
→ Practice introductions using country cards
→ Post in room

Numbers and Letters in Everyday Life

(Adaptations: If students are unfamiliar with the conventions of writing, prepare alternate materials for them.)

→ 1 – 10 (or higher if students are ready)
→ Say them, write them
→ Find and practice these numbers:
- locker number
- student/ID number
- phone numbers
- classroom numbers
- numbers in hallway
- numbers in student handbook
- page numbers in books
- calendars
- birthdates
- house numbers

The Alphabet
→ Show them (upper case letters first)
→ Say them
- Use students' names to practice the letters Alphabet
- Use flash cards or worksheets to teach/practice letter recognition
→ Write the letters
→ Practice writing on the line (prepare students who might need to know: left to right, top to bottom)
→ Assessment: dictation of letters

Where in the school do I find …?
→ Students tour the school in small groups (if they are comfortable)
→ Identify: washrooms, cafeteria, gym, Resource Centre, office, theatre, Nurse's office, public phone, exits, etc.)
→ Create a scavenger hunt on the computer
→ Practice saying and writing the names of these locations
→ Create a wall of important words with pictures

The Student Handbook and Timetable

→ Label the handbook with student's name and homeroom teacher (teacher may have to do this for students)
→ Get to know timetable
→ Learn teachers' names (pronunciation practice)
→ Introduce and recognize where to find "**Days of the Week**
→ Introduce and recognize where to find **"Months of the Year"**
→ Learn how to use the calendar and weekly sections of handbook
→ Begin to keep track of daily information in student handbook
→ Find specific information about the school in the handbook

The Classroom and School – 3 R's: Rules and Routines, Rights,

Enlist a translator, if possible. It is very important for the students to have this information at the beginning.

RULES
Attend regularly, be on time, listen to teachers, learn, be polite, be respectful, no fighting, dress code, work hard
Behaviour in the classroom
• Role-play situations to demonstrate appropriate and inappropriate behaviour
• Show/Discuss cultural misunderstandings
• Make poster for classroom wall stating the rules
ROUTINES
Signal for beginning of each class,
Homeroom
Announcements
Lockers
Washroom use
Lunch time
Dismissal
Bringing books/materials
Being ready for class
Listening for instructions
Staying in class until dismissed
RIGHTS
Personal safety,
to be treated with respect,
to receive a quality education
freedom from discrimination in terms race, national or ethnic origin, skin colour, religion, age, sex, marital status, family status, disability, and sexual orientation… (basic Human Rights)
Canada's Human Rights Code (show on SmartBoard or print version)

Teacher will find the use of TPR [Total Physical Response] very helpful for many of these activities.

SCHOOL SUPPLIES (option: teach this earlier)
What do we need?
Where do we buy them?
How do we use each item?

Where do we keep the materials (pencil case, in binder, …)?
Activity: How much do the supplies cost?
- Students will be introduced to Canadian currency (names, values, how to write the value)
- Students will look through flyers and catalogues to shop for school supplies
- How much? (Depending on level of students, student can be shown how to total their purchases.)

PROJECT: STUDENT PORTFOLIO
- Students create a personal/academic portfolio
- Decorate with photos, images of homeland, images of self, new vocabulary, words in home language
- Include name card and country card
- File in classroom for use throughout the semester

All about Me! (Self)

Students express and request basic personal information (with guidance)

Students will:
- ✓ respond appropriately to simple oral instructions (sit down, please listen, open your books, repeat after me)
- ✓ continue to practice introducing self and varying the information (name and age, first name, name and country of origin, grade)
- ✓ say their full names and addresses (their phone numbers, street and number, city, postal codes)
- ✓ recognize personal information (in print and when spoken)
- ✓ with support, ask and answer simple questions such as: "What's your name?" "How old are you?" "Where were you born?"
- ✓ say and recognize the alphabet (in sequence and out of sequence)
- ✓ use the Student Agenda book to understand basic book conventions of front to back, top to bottom, left to right
- ✓ use the student agenda to locate the date/day of week
- ✓ continue to adapt to specific teacher expectations and school routines.
- ✓ learn ways to describe themselves (girl/boy, tall/short, quiet/talkative, likes sports/likes music/likes movies/likes computers/likes to dance/likes to sing, etc.…)
- ✓ use new vocabulary and a variety of media to create a poster of "self"

Appendix H: Tips for Supporting ELLs with Limited or Interrupted Formal Education

Tip #1: START BIG

- Have students draw letters and numbers in sand
- Use markers (rather than big pencils in case the students recognize "big pencils" are for little children)
- Use poster or flip chart paper with lines so students have lots of room to make the letters
- <u>Don't ask students to copy from the board at first</u>. Students may not be able to or may have limited experience copying. It will take them a long time to complete that kind of task. If you are teaching copying, begin by bringing the text close to them so they don't have to look up/look away so often.
- Slowly reduce the size of their writing tool, move to smaller paper with lines, and to copying one or two known words from the board.

TIP #2: USE ALL CAPITAL LETTERS

- Some research suggests starting with lower-case letters only but capital letters are actually easier to write/copy. Whichever way you decide to go, just be consistent (all capitals or all lower case at first. Introduce a mixture after a while.
- Exception – when writing names, you can/should show the alternating upper case/lower case.)
- Eventually, use upper and lower case as you would in a typical sentence. Reduce the use of all capital letters unless that is the common form for the text (as in a sign: STOP, EXIT, HAPPY BIRTHDAY, WASHROOM)

TIP #3 – USE SANS SERIF FONTS

- When preparing handouts from the computer, use Sans Serif Fonts. **Sans Serif fonts** are fonts that have clean lines and reflect standard printing more closely.
- Choose **Sans Serif fonts** such as Century Gothic, Berlin Sans FB, Comic Sans MS, etc. Choose the fonts that have the **letter "a"** printed the way we typically print it with a pen/pencil.
- At the beginning, use 16 -20 point fonts.
- On **Serif fonts** (such as Times New Roman), there are hooks and curves that the very beginners will painstakingly try to reproduce when copying. They can't distinguish the ornamental aspects from the required curves and lines.Serif font texts

appear more closely spaced thus blurring the distinction between word endings and beginnings for students.

- Definitely avoid fancy fonts and fonts that are in cursive style

Appendix I: Specific Teaching Strategies for working with ELLs who have limited or interrupted formal Education

There are many methods and approaches available to the EAL teacher. The most promising approach is a blend that matches the students, the setting and the knowledge of the teacher. This is at the heart of an effective, communicative language development program. It is important to be informed of the research into and theory of language learning and acquisition and the teaching approaches that have most promise.

A lively and meaningful learning environment can be achieved with when EAL specialists keep in mind the following concepts,

- comprehensible input
- low risk/low anxiety for the students
- many opportunities for interaction and language use
- more student talk than teacher talk
- authentic communication and natural language (including speech)
- scaffolding so higher-order thinking skills are developed

➢ *Total Physical Response (James Asher)*

A fun and communicative approach for use especially - but not exclusively - with beginning ELLs.   The teacher starts by simply directing the students to perform an action, then demonstrates the command and ultimately, has the student respond (with actions at first then words later). Instruction is concrete and can be used in introductory classes and beyond.   TPR uses natural rates of speech and begins with simple actions but overtime can employ scaffolding techniques to extend the content/learning to include reading and writing skills.

For literacy students, the teacher can use very basic actions to teach the meaning of words (ex: Teachers says/writes "Jump" and then actually jumps). Eventually, the teacher will use the imperative "Jump" and the student will jump. Initial Instructions can be taught this way as can basic verbs. In fact, the teacher of literacy students can employ TPR almost exclusively at first. Use of the TPR approach helps to lower the affective filter and also respects the students' early silent period. Any activity that incorporates body movement to help demonstrate meaning can be considered TPR.

Additional information available at:

http://www.tprsource.com/asher.htm - theory and lesson ideas

http://www.teacherjoe.us/TeachersTPR.html - lesson ideas

http://www.springinstitute.org/Files/tpr4.pdf -lesson ideas aimed at adults but easily adapted to adolescents

➤ *Language Experience Approach (LEA)*

The Language Experience Approach (LEA) is an excellent way to teach beginning students basic reading. We know learning occurs from the known to the unknown and so the use of the LEA ensures the vocabulary is known, the text is at a comprehensible level and it is interesting to the student(s). It also has the potential to serve as a differentiated instructional strategy since the students' own language level will determine the complexity of the text. By using the LEA, the teacher gives attention to many important basic skills (sight vocabulary, oral speaking, reading comprehension, writing, spelling and so on).

When working with ELLs who have limited or interrupted education, the use of this approach can serve as a reminder to the teacher that limiting teacher talk is an asset. Long instructions or directions can increase the affective filter since much of the input will not be comprehensible. Therefore, inviting students to create a few sentences from their own experience will lower their affective filter and encourage confidence in using the L2.

Teachers will effectively be helping these students develop reading skills (phonics, structure, decoding). Students will find reading their own texts much more meaningful than trying to make sense of other published texts. Students can add to the text as they develop more language skills. More importantly students are seeing meaning in print very early on. Eventually, the teacher will bring prepared texts into the lesson to extend the students' reading opportunities.

The following is an example of ways to use the Language Experience Approach

- The EAL teacher elicits an experience or story from the learner(s) and writes it down exactly as it is told. The teacher does not correct anything. Topics can be drawn from the lesson, a school event and/or from the students' personal experiences.
- This can follow a lesson in which TPR has been used. For example, students can draw or retell the TPR activity and the teacher will scribe, exactly, what the students say. Students can then listen and/or read along with the teacher. Eventually, students can write related sentences.
- The teacher can work on the text with the student(s), making corrections as needed. Some corrections may help reinforce the current lesson (such as a verb tense or vocabulary). Sometimes no corrections are made.
- The teacher can elicit more information by asking questions (if applicable). If this is done in groups, it can also allow for cooperative learning and scaffolding.
- The student(s) then writes out the text with the corrections.
- The student(s) read the text to the class, the teacher, a partner or in a group setting.
- Teacher can use the text for dictation, jigsaw activities, and to assess language skills
- The teacher can build additional activities from the text (pronunciation, dictation, conversation and so on).
- The activities can also help the student(s) focus on areas for improvement (writing, copying, speaking, and pronunciation).

- Students create and work with a new dictated account each week

Additional resources on LEA

"Language Experience Approach Revisited: The Use of Personal Narratives in Adult L2 Literacy Instruction" by Adrian J. Wurr
http://www.readingmatrix.com/articles/wurr/

"Language Experience Approach and Adult Learners" by Macia Taylor, Joblink 2000
http://www.marshalladulteducation.org/pdf/briefs/Language%20Experience%20Approach%20Taylor.pdf

"Using the Language Experience Approach with English Language Learners Strategies for Engaging Students and Developing Literacy" by Denise D. Nessel and Carol N. Dixon
http://www.corwinpress.com/upm-data/21108_Introduction_from_Nessel.pdf

> ➢ *Jigsaw Teaching*

A Jigsaw lesson in an EAL class can provide the students with speaking, listening, reading and writing opportunities. There is also potential for a variety of assessment activities. Generally the students love the approach and the cooperative element allows the teacher a forum to teach cultural ways of being respectful and the language that goes with those behaviours.

When using jigsaw in EAL, the content/material is divided into parts (usually four – six depending on the level of the students and the nature of the material). The class is then divided into the same number of groups (four – six). All members in one group will receive the same piece of material to learn. Each group has a piece of the puzzle to master. These are called the Expert groups. Teachers can have the students memorize the material, learn it so they can paraphrase it, or simply have students read it. The key is to be sure the students understand it!

When the Expert groups have mastered the material, the teacher re-organizes the students into Jigsaw groups so they can teach each other the material and thereby put the puzzle together. These groups can be homogenous or heterogeneous (for language proficiency, for content knowledge, to scaffold content, etc.).

After the Jigsaw groups have cooperated by learning the material, the teacher can prepare a variety of tasks based on the learned material. These tasks should be completed by the Jigsaw group in a collaborative manner. Once students realize they all have a contribution to make and the outcome does depend on their input, they become highly motivated and engage in many cooperative learning strategies.

Using pictures with the text is very important for our ELLs with limited or interrupted education.Teachers can also teach many language structures during this process (such as: questioning, polite ways to ask for clarification, repetition, pronunciation, verb tenses, plurals).

Additional information on Jigsaw approach and support material:

Nancy Callan: excellent Canadian material for teaching about Canada, holidays, and everyday events. Teacher-made reproducible and easily adapted for pre-beginner
http://www.esljigsaws.com/index.html

Official website for Jigsaw Classroom: http://www.jigsaw.org/

> ➢ *Teaching Reading to ELLs with limited or interrupted education:*

There are many theories about promising practices in teaching reading to ELLs and not one definitive approach among them. We know there is a strong connection between first language literacy and the development of English language skills.   Learners who have first language literacy can use these skills when learning English. Evidence suggests if students know how to read in L1, they will transfer those skills to reading in another language. But ELLs with limited formal education do not have these basic literacy skills, developing reading skills must follow a different path. Namely, if students **do not have the English oral skills to understand the relationship between sounds and letters/symbols,** it is important to first focus on oral skills before teaching phonics and other reading strategies.The following excerpt reflects on current understandings of teaching reading to ELLs and presents practical recommendations.

From: "What Does Research Tell Us About Teaching Reading to English Language Learners?" By: Suzanne Irujo (2007) Retrieved from: http://www.readingrockets.org/article/19757

Phonics

Many of the components of phonics instruction need to be modified to meet the particular needs of ELLs.

For example:

- Before phonics instruction begins, students must have the phonemic awareness skills they need in order to perceive individual sounds in words. This is particularly important for sounds that are problematic because of the native language.

- Teachers must be aware of whether a students' native language uses a non-Roman alphabet or is non-alphabetic. Even if ELLs have had no instruction in reading in the native language, environmental exposure to a different writing system can negatively affect the ease with which they learn to recognize the letters of the English alphabet.

- ELLs must be able to hear and reproduce English sounds with a degree of accuracy commensurate with their pronunciation abilities, before they are taught to make associations between those sounds and particular letters.

- It is helpful to explicitly point out different letter combinations that have the same sound, and provide extra practice with them. Multiple spellings of the same sound can be very confusing for ELLs, particularly if they have had some reading instruction in a language such as Spanish, which has almost completely regular sound-symbol correspondences.

- Teachers must pay attention to the meanings of the words used to teach phonics skills. Teaching students to decode words they don't know only reinforces the idea that "reading" is pronouncing sounds out loud rather than creating meaning.

- Automatic recognition of frequent words is very important for ELLs, whether the words follow phonics rules or not. Although ELLs may develop good decoding skills, their lack of total proficiency in the English language will always slow them down somewhat. Automatic recognition of words can help mitigate this difficulty.

Most ELLs will need additional time to master phonics. Given the need for extra practice to learn to hear and produce the sounds of English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than English speakers need, additional time for phonics instruction should be built into reading programs for ELLs.

Appendix J: Assessment Practices in EAL Programs

Assessment for Placement

In order for students to be placed in **Introduction to English 10L**, the school team screen and assess the English language learners. This process can be individualized by each school but it should include the following features:

> ➢ *School Team: (might include)*
- Administrator
- EAL specialist
- School Counsellor
- Translator
- Others: EAL coordinator, Settlement Agency, family

> ➢ **Process:**
- Reception and Orientation
- Initial Assessment (may be part of the reception)
- Placement Recommendations

> ➢ **Assessment Procedures:**
- Create a non-threatening and low-risk environment. Enlist the help of someone from the students' home country if possible.

- Students should be assessed in all skill areas as well as basic numeracy (if possible)

- Typically, for assessment to be meaningful, it should happen over several days in more than one environment and should be a blend of formal and informal testing.

- For students with gaps in education and in basic literacy, assessment tools and tasks must be developed within a culturally responsive framework.

Types of Assessment:

- Include a balance between formal and informal assessments

- Tests designed to measure language arts outcomes cannot be used to measure L2 proficiency (or vice versa)

- Be sure you are testing language proficiency, not reading comprehension (if using a test not designed for English language learners)

- Be clear what the purpose of the test is before deciding on which test to choose (placement, progress, funding).

  Informal Assessments:
  - **Observing students** during the informal assessment phase can reveal skills such as: knowledge of left to right and top to bottom conventions, motor skills

needed for holding a pen, familiarity with the alphabet, and affective factors such as anxiety.
- **Oral skills**: the initial interview can serve as a method for assessing oral skills
- **Listening skills**: can follow directions such "write," "say," "open,"
- **Writing skills**: have students copy a basic sentence or a word
- **Reading skills**: letter recognition, lower/upper case recognition, hold/look through a book
- **Numeracy skills**: present numbers for reading, copying, writing

Formal
- numeracy (prepared math assessments for skills and literacy)
- Standardized English language placement tests

Tools for Assessing Language Proficiency

> ### Formal English Language Proficiency Tests

Test	Skills	Grades	Contact
Basic Inventory of Natural Language (BINL)	speaking listening tests skills in over 30 languages	K-12	CHECpoint Systems, Inc. 1520 North Waterman Ave. San Bernardino, CA 92404, Tel. (800)-635-1235
Idea Proficiency (IPT) Title III Testing System	speaking listening reading writing	PreK-12	Customer Relations Ballard & Tighe Publishers 480 Atlas Street Brea, CA 92821 (800) 321-4332 (714) 990-4332 Fax: (714) 255-9828 www.ballard-tighe.com
Language Assessment Scales Links Placement Test	speaking listening reading writing	K-12	CTB/McGraw-Hill 20 Ryan Ranch Road, Monterey, CA 93940 U.S.A Tel: 800.538.9547 Fax: 800.282.0266 Tel: 831.393.0700 Fax: 831.393.6528
Stanford English Language Proficiency Test	speaking listening reading writing	PreK-12	Harcourt Assessment, Inc. 19500 Bulverde Rd. San Antonio, Texas 78259 (800) 211-8378 Fax: (800) 232-1223 www.harcourtassessment.com
Woodcock-Muñoz Language Survey, Normative Update 2001 **Woodcock-Muñoz Language Survey, Revised 2005**	speaking listening reading writing	PreK-12 Age norms: 2-90, Grade norms: K.0-18.0	Customer Relations Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-6069 (fax)

Additional information:

Handbook Of English Language Proficiency Tests, Ann Del Vecchio, PhD, Michael Guerrero, PhD, Evaluation Assistance Center - Western Region, New Mexico Highlands, University Albuquerque, New Mexico, December, 1995

National Clearing House for English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students www.ncela.gwu.edu

> ➢ *Informal Assessment Techniques*

Type	Skills
Informal Interview (with or without translator)	Listening, speaking
Dictation Sample	Listening, writing
Free Writing Sample (in L1 and L2)	Writing
Oral Reading Sample (graded passages)	Reading, speaking
Questions/Commands (to elicit non-verbal or verbal responses)	Listening
Silent Reading (observation)	Reading
Picture Describing/Story Retelling	Listening, speaking
Picture Arranging	Reading
Number dictation	Numeracy
Telling time	Numeracy

Additional information on informal assessment

- **English as a Second Language - English Language Proficiency Benchmarks: Grades K-9,** 3rd Edition Calgary Board of Education – Communication Services (403) 294-8561

- **The ESL Classroom as Community: How Self Assessment Can Work**
  http://www.sabes.org/resources/publications/adventures/vol4/4alexander.htm

- **Language Assessment Kit – E.S.L.**
  Mary Meyer, Brian Waywell, Enza Salerno-Scarcelli, Vinnie Picone
  MainStreams Publications, P.O Box 22535, 300 Coxwell Ave
  Toronto, ON   (416) 988-3279 Fax: (416) 698-8808

- **Palm Beach Schools - English Language Development**
  http://www.palmbeach.k12.fl.us/Multicultural/ESOLCurriculumDocs/All/EnglishLanguageDevelopmentContinuum.pdf

Appendix K - Glossary of Terms

BICS (Basic Interpersonal Communication Skills)
- SLA research differentiates between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized.
- Retrieved from: http://www.twu.edu/inspire/Articles/Dr.%20Kinnison/K1.pdf

- These language skills usually develop within **six months to two years after arrival (depending on age at arrival and first language skills).**

- Problems can arise when teachers and administrators think that a child is proficient in a language when they demonstrate a high level of BICS.

CALP (Cognitive Academic Language Proficiency)
- CALP refers to a form of academic language learning. This includes listening, speaking, reading, and writing about subject area content material. It follows BICS.
- This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. These language skills usually take from five to seven years.
- Recent research has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.
- Retrieved from: http://www.twu.edu/inspire/Articles/Dr.%20Kinnison/K1.pdf

Comprehensible Input
- is language that is understood by the ELL. This hypothesis purports that language that is meaningful and cognitively challenging but presented in a simplified or controlled environment, the greater the L2 learning
- lack of comprehensible input delays language development
- teaching approaches succeedwhen keepinginput comprehensible and scaffolding for new language

EAL
- English as an additional language

EAP
- English for academic purposes (Grade 6 – 12 students who have strong language literacy need EAP)

EFL
- English as a foreign language (learning English in a country where English is not the majority language)

EGP
- English for general purposes (for speaking or business, for example)

ELD

- English language development (sometime used to describe programs serving ELLs with limited or interrupted formal education)

ELL

- English language learner

Environmental print

- Signs, logos, packages in the environment (later to literacy students can beginning making connections between print and meaning using these signs)

ESD

- English as a second dialect (English that has been transmitted orally and differs distinctively from the standard form)

ESL

- English as a second language

ESOL

- English for speakers of other languages

ESP

- English for specific purpose (example: business English, conversational English)

Immersion

- a form of bilingual education in which children who speak only one language enter a school where a second language is the medium of instruction for all pupils (for example - French Immersion and Ukrainian Immersion schools in Saskatoon

Jazz chants

- speaking together as a group to practice the rhythms of English, a fun, musical approach to practice using new vocabulary, structures and applications

Jigsaw activity

- A cooperative approach to learning new content, students work in expert groups to learn new information and the move into jigsaw groups to share the information with other students. All four language skills can be engaged during this activity.

L1

- first language, primary language or mother tongue

L2

- second or additional language; target language

Language across the curriculum

- an approach that emphasizes the teaching of language skills in relation to their uses in the total school curriculum particularly in the content areas rather than in isolation from the school curriculum

Language-experience approach (LEA)
- a reading strategy that begins with the students' own experiences (in or out of class) - the teacher assists the students with the recording and publishing of the story and then uses it to reinforce oral reading, comprehension, writing skills and vocabulary development.

LEP
- limited English proficient (term previously used in the United States when referring to ELLs)

Literacy
- also called 'functional literacy' – the ability to read and write in a language, to use it sufficiently well for the purposes and activities which are needed in a target situation

Mainstream
- a regular, academic school program
- for ELLs this is a program in which the language of instruction is not in their native language
- some EAL programs prepare ELLs for mainstream classes.

Non-literate
- non-literate learners have had no access to education even though the home language is available in print form. This is possibly due to war, poverty or distance even though

Pre-literacy
- also called 'illiteracy' – inability to read and write for practical purposes. Although a person may know how to sign her name or read simple signs she cannot use the language for more complex activities
- pre-literate learners have had no contact with print in their home language and the home language has no print form

Phoneme
- the smallest unit of sound in spoken language that makes the meaning of one word different from another (e.g. rip/lip). Aphoneme may be represented by more than one letter (e.g.sh as in ship).

Phonemic awareness
- an skill in which the learner can identify and manipulate phonemes in spoken words(this is an oral/aural skill)

Phonics
- the relationship between the lettersof written language to the phonemes of spoken language

Scaffolding

- a strategy to support the learner when dealing with content that is linguistically challenging. Examples of scaffolding might be the use of pictures for the new vocabulary, pre-teaching new language or re-teaching the lesson

Second language acquisition (SLA)
- having acquired/learned a second or additional language and being proficient in it

- acquisition is the unconscious process similar to learning a first language
- learning is the product of formal instruction and is a conscious process
- the developmental, continuous process of learning a second or additional language
- Retrieved from: http://www.sk.com.br/sk-krash.html

Sheltered Instruction
- Sometimes called "parallel teaching", the EAL specialist teaches a content-area program to a group of ELLs who have been separated out from the mainstream class, providing second language development at the same time.
- The EAL specialist adapts the language components of the course to meet the language needs of the ELLs. In some schools jurisdictions, sheltered courses are for credit.

Silent Period
- is a time during which ELLs observe, gather and absorb information without speaking.
- learners are developing listening and comprehension skills and sorting out structures in the language (such as phonetics) and vocabulary.
- learners also take in aspects of deep culture that are not taught such as the common sense aspects of everyday living. This period varies in length depending on the learner

Stages of Language Development
- Level 1: Pre-Production Stage (Silent Period): Minimal comprehension, no verbal production.
- Level II: Early Production Stage. Limited Comprehension; One/two-word response.
- Level III: Speech Emergence Stage. Increased comprehension; Simple sentences; Some errors in speech.
- Level IV: Intermediate Fluency Stage. Very good comprehension; More complex sentences; Complex errors in speech
- Level V: The Advanced Language Proficiency Stage: Gaining advanced proficiency in a second language can typically take from five to seven years. By this stage students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. Students can speak English using grammar and vocabulary comparable to that of same-age native speakers.
- Retrieved from: http://earthrenewal.org/secondlang.htm and http://www.nwrel.org/request/2003may/overview.html

TESL
- Teachers of English as a second language or Teaching English as second language

TESOL
- Teachers of English to speakers of other languages

Total Physical Response (TPR)
- a communicative approach in which students respond to actions, not words at first. Instruction is concrete and can be introductory to speaking, reading or writing activities

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Teaching Refugees with Limited Formal Schooling
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