English for Academic Purposes (EAP) A20L

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I. Course Description

English for Academic Purposes A20L provides opportunities for English as an Additional Language (EAL) learners to develop and apply academic language within meaningful cross-curricular contexts.

EAL learners need proficiency in English for social and academic purposes. Developing academic language is critical for achieving curricular outcomes. Academic language is used in all the skill areas, listening, reading, writing, spoken production and spoken interaction. EAL learners need to build academic language for listening to and participating in classroom activities and discussions, reading textbooks, writing assignments, and other tasks that require use of language. Many EAL learners may have subject area knowledge that they cannot express due to lack of academic language.

Academic language may include general academic vocabulary as well as subject-specific vocabulary. General academic vocabulary is cross-curricular and is used across all subject areas to communicate academic concepts. It includes words (e.g., typical, representative, compromise, analyze, collection, generate, however, next, because, intermediate and calculation) which appear frequently in text, are often used in the classroom context and whose meanings may be unfamiliar to most learners.

Academic language also includes words and phrases specific to a subject/content area. Students are exposed to these words through curriculum, within the subject area texts and resources. Some examples are plasma, sanctuary, thrombosis, litigation and resplendent. Teachers use academic language to explain content and concepts during instructional time. They must provide explicit instruction and practice in academic language to support EAL learners in achieving curricular outcomes.

Conversational/Social Language	Academic Language
• Basic conversations • Language used to carry out everyday tasks • High frequency words, recurring language • Language learned in first 2-3 years after arrival	• Language specific to schooling • Includes subject-specific terms • Low frequency vocabulary (words, phrases not used in everyday conversations) • May take 5-7 years to acquire this language to the proficiency level needed for school success

II. Recommended Prerequisites

- Students at CFR level B1.1
- Based on professional judgement of the school team, exceptions may be made to include students at CFR A2.2.

III. Broad Areas of Learning

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

The EAP A20L course encourages students to be curious, observant and reflective as they imagine, explore and construct knowledge using academic English.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

In EAP A20L, students will apply English language skills to enable them to nurture meaningful relationships and appreciate the diverse beliefs, languages, and practices of all Canadians, including First Nations and Métis.

Engaged Citizens:

In the English language arts, students learn how language enables them to make a difference in their personal, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

In EAP A20L, students will grow in their ability to confidently engage in Canadian culture and become empowered to advocate not only for themselves but to speak up for change in their community and the world.

V. Cross-curricular Competencies

Developing Thinking:

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

EAL learners bring with them a diverse range of background knowledge and experiences. Through the exploration of a range of topics, students will be provided with opportunities to think contextually, critically, and creatively in EAP A20L. Students will build on their sense of the world around them through the information, experiences and ideas they will be exposed to throughout the course.

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. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

EAL learners have the unique situation in that they live within two cultures; the one they have come from and the one in which they live. For these students, developing identity and interdependence means honouring their home culture, while navigating Canadian culture. In EAP A20L, students will develop an understanding of the value of caring for oneself in addition to understanding Canadian customs and values. This includes developing compassion and empathy for those who share their world both locally and globally.

Developing Literacies:

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings 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 understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

The EAP A20L course will expose students to a variety of literacies and build their skills in reading, writing, listening and speaking for academic purposes.

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. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

The EAP A20L course will facilitate collaborative projects and build students' capacity to work with others toward common positive goals.

VI. Aim and Goals

Aim

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.

The aim of EAP A20L is to help students understand and appreciate academic language and to apply it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

Goals

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 for Academic Purposes A20L, 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 settings.
- ***Compose and Create (CC):*** Students will develop their abilities to speak, write, and use other forms of representing to produce a variety of texts 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 appropriately use the English language in a variety of contexts.

VII. Questions for Inquiry

The questions in this section focus on the long-term abilities associated with the overall aim and goals of EAP A20L. They give an overall focus to the instruction, assessment, and evaluation in this course.

Effective questioning is essential for teaching and student learning and should be an integral part of planning. Questioning also should be used to encourage students to reflect on the inquiry process, and the documentation and assessment of their own learning.

A. Comprehend and Respond (CR):

Reading:

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What grammatical forms and conventions are used?
- What transition words and phrases do you notice the author has used for this particular form of writing?
- In what context and for what purpose was the text created?
- What evidence do I have to support my opinion?
- Who is this passage written for? (audience)
- Why are listening, and reading important?

Listening:

- What is the speaker saying? Explicitly? Implicitly?
- What is the purpose for the presentation?
- Who is the audience for this presentation?
- What transitional words and phrases has the speaker used for this presentation?
- Why is it important to hear and understand what the speaker has to say?

B. Compose and Create (CC):

Writing:

- What do I know, and how can I express it in writing?
- How can I best express these ideas for this audience and purpose?
- What forms of writing can I use? What are the conventions needed for those forms?
- How can I communicate most clearly and effectively?
- Does my writing demonstrate a deep understanding of the subject matter?
- Are my compositions a reflection of the writing process that was modelled?

Speaking:

- How can I communicate most clearly and effectively?
- What do I know, and how can I express it in speaking?
- Can I speak in a variety of discourse?
- Does my speaking reflect the academic language needed for the context?

C. Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher's and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?

- What are my personal goals for becoming a more effective viewer, listener, reader, representers, speaker, and writer? How will I achieve them?

VIII. Understanding Outcomes and Indicators

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including", "such as" and "e.g.," serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.

IX. Outcomes and Indicators EAP A20L

EAPA20.1 Comprehend academic vocabulary in a variety of oral, print, visual and multimedia text across curricular content areas.

a. **Utilize** before (e.g., activate prior knowledge and relate understanding of vocabulary to personal experience), during (e.g., create mental images and ask questions to support comprehension) and after (e.g., interpret meaning and work collaboratively with peers to enhance understanding) strategies to construct meaning.
b. **Identify** and **understand** general academic vocabulary including signal and transition words.
c. **Identify** and **understand** subject specific content vocabulary.
d. **Identify** and **understand** academic vocabulary in assignments and tests.
e. **Recognize** the different meanings of words (e.g., table, model, cell, change and operation) based on content area and context and how multiple words may have the same meaning (e.g., plus, add, combine and sum in mathematics).

EAP A20.2 Read, comprehend and draw conclusions about information presented in a variety of texts in curricular content areas.

a. **Explore** and **identify** a variety of text formats used in curricular content areas (e.g., science labs, essays and response journals).
b. **Compare** a variety of text formats used in curricular content areas (e.g., science labs, essays and response journals).
c. **Select** and **utilize** strategies to construct meaning before (e.g., activate prior knowledge, identify key vocabulary and make predictions), during (make connections with prior knowledge and experiences, ask questions and organize information using graphic organizers) and after (reread text to validate comprehension and draw conclusions, discuss key ideas with peers) reading.
d. **Identify** and **understand** the key ideas in texts.
e. **Read** diagrams and infographics, with accompanying text, and use the information to ask questions as well as answer them.
f. **Recognize** how ideas and concepts are organized (e.g., problem/solution, compare/contrast, cause/effect, order of importance and time order) within a variety of texts.
g. **Follow** a set of print, visual or multi-media instructions to complete tasks such as a science lab, driver's written test or application.
h. **Summarize** main ideas, concepts and themes in a variety of texts.
i. **Recognize** and **understand** academic language on assignments and tests.
j. **Demonstrate** active reading behaviours such as:
    i. identifying the purpose (e.g., to learn, to interpret and to enjoy);
    ii. constructing images based on text descriptions; and,
    iii. making notes to improve understanding.

EAP A20.3 Listen to, comprehend and synthesize information presented in a variety of oral texts related to curricular content areas.

a. **Select** and **utilize** strategies to construct meaning before (activate prior knowledge and make predictions), during (write notes to aid recall, re-listen to validate understanding and create mental images) and after (listen to other sources for gathering additional information and organize information using graphic organizers) on a familiar topic.
b. **Identify** the main ideas in a subject specific oral text (e.g., report, lecture, presentation and short story).
c. **Listen** to other students' contributions in class to clarify and build comprehension.
d. **Comprehend** and **follow** instructions or procedures to complete a task.
e. **Recognize** how cues such as intonation, inflection, emphasis and tone contribute to constructing and confirming meaning of oral texts.
f. **Demonstrate** active listening behaviours (e.g., listening with purpose in mind; identifying the intended audience and considering others' ideas).
g. **Ask** questions to confirm, clarify and enhance understanding.
h. **Summarize** main ideas, concepts and themes in a variety of texts.
i. **Synthesize** information from a variety of sources to expand knowledge, answer questions or solve problems.

EAP A20.4 Create a variety of written literary texts (e.g., essays, scripts, poetry and letters) relevant to curricular content areas.

a. **Select** and **use** purposefully a variety of strategies to communicate meaning before (activate prior knowledge, review key academic vocabulary and generate ideas and information that might be included), during (confer with others, use graphic organizers and write in draft form) and after (review draft for content, formatting and organization of ideas and consider peer feedback) writing.
b. **Select** and **use** text form appropriate for subject, purpose, and audience.
c. **Use** language appropriate to text form, including relevant academic vocabulary**.**
d. **Provide** an appropriate introduction and relevant details.
e. **Include** appropriate and required text features (e.g., titles, headings, diagrams and illustrations).
f. **Use** a variety of text formats (e.g., a journal, exit slip or learning log) to reflect on writing skills and processes.

EAP A20.5 Create a variety of informational texts (e.g., research report, science lab, problem-solution essay) relevant to curricular content areas.

a. **Select** and **use** purposefully a variety of strategies to communicate meaning before (activating prior knowledge, review key academic vocabulary and generate ideas and information that might be included), during (confer with others, use graphic organizers and write in draft form) and after (review draft for content, formatting and organization of ideas and considering peer feedback) writing.
b. **Select** and **use** the mode of discourse (e.g., descriptive, expository, or persuasive) and text form appropriate for subject, purpose and audience.
c. **Write** paragraphs that are formatted appropriately (e.g., topic sentence, body and concluding statements).
d. **Use** relevant academic language including both general academic and subject specific vocabulary.
e. **Create** a variety of text such as timelines, charts, diagrams and maps including relevant supporting information (e.g., legends and labels).
f. **Use** a variety of text formats (e.g., a journal, exit slip and learning log) to reflect on writing skills and processes.
g. **Reflect** on learning using a variety of text formats such as a journal, exit slip and learning log.

EAP A20.6 Orally present information on curricular topics using materials (e.g., charts, infographics and PowerPoints) appropriate to purpose and audience.

a. **Present** summaries (e.g., short story and historical events) procedures (e.g., mathematical equations and scientific processes) and dramatic readings (e.g., poems and excerpts from scripts).
b. **Use** visual aids (e.g., charts, diagrams, pictures, models, drawings and posters) to support the message.
c. **Use** appropriate academic vocabulary and language structures to present information on curricular topics.
d. **Employ** appropriate eye-contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas.
e. **Prepare, rehearse** and **deliver** an oral presentation that includes:
    i. introducing the topic;
    ii. ideas and information logically organized; and,
    iii. a conclusion to help the audience understand the key message.

EAP A20.7 Utilize oral language to share information on curricular topics in small and large group interactions.

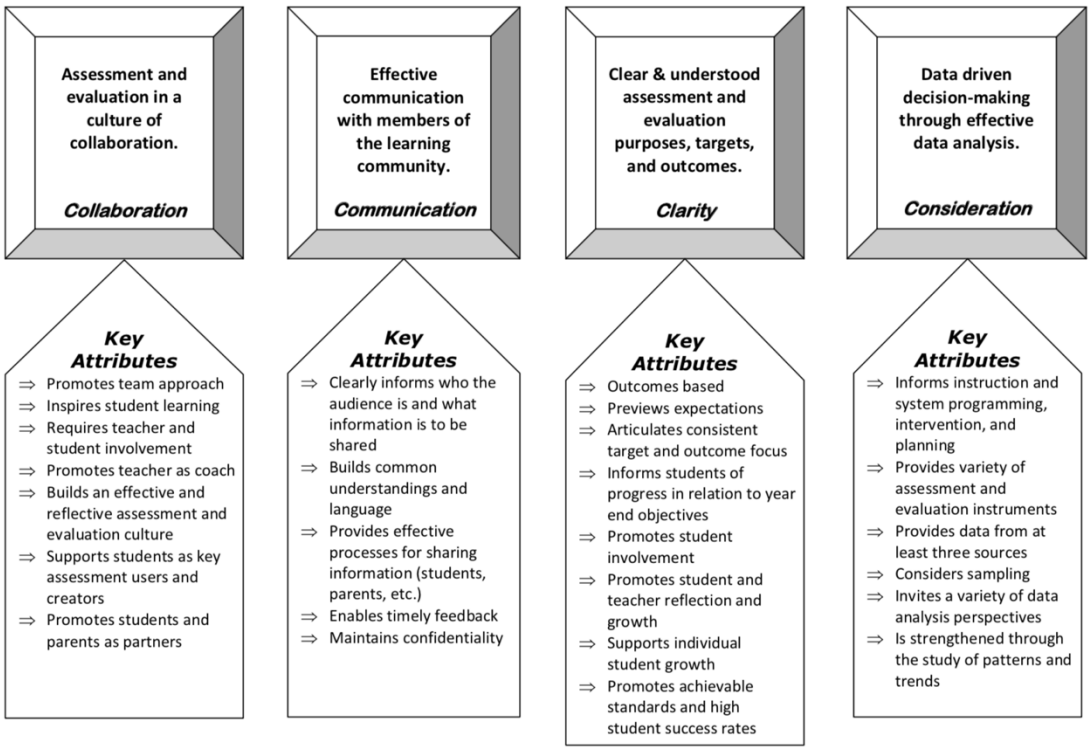
a. **Ask** questions to clarify, confirm and enhance understanding of cross-curricular topics.
b. **Use** appropriate academic vocabulary and language structures to discuss topics related to curricular areas.
c. **Use** talk to explore own and other's ideas on topics such as historical figures and events, math and science procedures.
d. **Experiment** with speaking in situations such as role plays and dramatic readings.
e. **Organize** ideas in appropriate format and sequence.
f. **Adjust** tone, volume, pitch and pace to suit audience, purpose and situation.
g. **Analyze** and **respond** to ideas shared during a discussion.
h. **Use** oral language to purposefully and appropriately communicate information, ideas, and opinions.
i. **Participate** in small and large group interactions by:
    i. presenting ideas and opinions;
    ii. maintaining and demonstrating respectful behaviours;
    iii. waiting turn; and,
    iv. asking questions or rephrasing ideas to help draw others into discussion.

EAP A20.8 Create and implement a plan to explore a topic of personal interest relevant to EAP A20L.

a. **Identify** a curricular topic of personal interest.
b. **Explore** prior knowledge related to the identified topic.
c. **Develop** relevant inquiry questions to establish a purpose for seeking information.
d. **Select** appropriate resources.
e. **Select** and **apply** strategies (e.g., note making, conferring with others, using graphic organizers, creating drafts and reviewing for content, formatting and organization of ideas) appropriate to task.
f. **Utilize** academic language appropriate to audience and purpose.
g. **Share** through a display, presentation, performance, written report, video or demonstration.
h. **Use** a tool (e.g., checklist, rubric or self-evaluation form) to assess process and product.

X. Assessment and Evaluation of Student Learning

The primary purpose for all assessment and evaluation experiences is to support and improve student learning while informing teacher instruction. There are four parts of the assessment and evaluation process that need to be considered when assessing and evaluating student learning.



Quality classroom assessment uses triangulation of evidence, and feedback from teachers, parents, and students themselves, to help educators and students assess the learning that is taking place (assessment **of** learning). Furthermore, it gives information for taking next steps, as well as collecting the evidence needed to account for learning (assessment **for** learning). The triangulation of evidence is collected from at least three sources overtime and as a result trends and patterns become apparent. This method of acquiring and evaluating evidence increases the reliability and validity of classroom assessment.

(From: Beliefs and Commitments document, Prairie Spirit School Division)

XI. References:

- English as an Additional Language B10L
- Physical Education 20 (2019)
- English Language Arts 20 English Language Arts 10
- English Language Arts 9
- Common Framework of Reference (Condensed)
- My Prairie Spirit Classroom
- The Adaptive Dimension for Saskatchewan K-12 Students

Resources:

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XII. Evaluation of the EAP A20L

Teachers will complete and submit the following questionnaire within two weeks of completing the course. The questionnaire would answer the following questions:

1. For Enrollment:

a. How many students enrolled in the course?
b. How many students successfully completed the course?
c. Which semester did you offer the course?

2. For Reflection

a. What successes were experienced in the teaching and learning of the course? Explain.
b. What challenges were experienced in the teaching and learning of the course? Explain.

The following reflection questions would reference the following:

Recommended Prerequisites
Course Description
Broad Areas of Learning
Cross-curricular Competencies
Aim and Goals
Questions for Inquiry
Outcomes and Indicators
Assessment
Key Resources

3. For Interpretation

a. How might successes identified be enhanced? What supports might be required? Explain.
b. How might challenges identified be overcome? What supports might be required? Explain.
c. What revisions, additions, deletions, would you recommend be made to this course as currently developed? Explain.