English as an Additional Language B20L (2022)

Regina Catholic Schools and Regina Public Schools

Regina Catholic Schools

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Course Title

English as an Additional Language (EAL) B20L

Recommended Prerequisites

EAL B20L, does not have a prerequisite nor is it a prerequisite for other EAL locally developed courses. Rather, course enrollment and course completion for EAL B20L, is dependent on students' level of English language proficiency as measured by the Common Framework of Reference (CFR) developed by the Saskatchewan Ministry of Education.

The decision to enroll a student in this course should be based on the professional judgement of the school team taking into consideration the student's CFR level, language needs, and goals.

EAL B20L is designed to support students who are working with the descriptors of CFR A2.2.

Course Description

EAL B20L provides learning opportunities designed to develop English language proficiency for students in high school. Credit earned through successful completion of this courses can be used by students to fill elective course and credit requirements.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education as per the Kindergarten to Grade 12 English Language Arts Curriculum (Ministry of Education, 2012). These Broad Areas of Learning also apply to EAL B20L. And, just as with the English Language Arts curriculum, EAL B20L contributes to the Goals of Education through the Broad Areas of Learning in helping students achieve knowledge, skills, and attitudes related to the following:

- 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.
- 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.
- Engaged Citizens: In the English language arts, students learn how language enables them to make a difference in their personal, peer, 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.

Cross-curricular Competencies

There are four interrelated Cross-curricular Competencies containing understandings, values, skills, and processes which are considered important for learning in all areas of study which are reflective of the Common Essential Learnings and are intended to be addressed as per the English Language Arts curriculum (Ministry of Education, 2012). These Cross-curricular Competencies also apply to EAL B20L. These Cross-curricular competencies include the following:

- 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.
- 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.
- 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.
- 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 Common Essential Learnings can be integrated into all aspects of planning and instruction and are reflected in the Cross-curricular competencies listed above. It is through using these learnings that students can translate thoughts into actions. Refer to Understanding the Understanding the Common Essential Learnings: A Handbook for teachers (Saskatchewan Education, 1988) and Renewed Objectives for Common Essential Learnings (Ministry of Education, 2008).

Aim and Goals

The aim of English Language Arts (ELA) curriculum and, in turn EAL B20L, is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The goals of ELA curriculum and, in turn EAL A10L, are as follows. Note that the goals have been revised to reflect the needs of EAL students.

- 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.

Big Ideas and Questions for Deeper Understanding

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities, and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas are at the core of the subject; they need to be uncovered. The big ideas at the core of a subject are arrived at, sometimes surprisingly slowly, via teacher-led inquiries and reflective work by students. Big ideas encompass concepts, broad or overarching themes, skills, attitudes, and habits of mind which help students make sense of and apply what they learn. A big idea can be thought of as providing a focusing conceptual 'lens' for study; breadth of meaning by connecting and organizing many facts, skills, and experiences; serving as the linchpin of understanding; ideas at the heart of expert understanding; great transfer value and applying to many other inquiries and issues across subject areas and over time and both in the curriculum and out of school (Renewed Curricula: Understanding Outcomes, Ministry of Education, 2010).

Questions for deeper understanding are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests, have potential for rich and deep learning, are compelling and able to assist students to grasp important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school (Renewed Curricula: Understanding Outcomes, 2010).

It is important to provide students in EAL B200L with learning opportunities to make connections to prior learning and their life experiences from another country of culture and supports the importance of affirming identity in multicultural classrooms. Student needs will vary significantly therefore, this course should offer many options for meeting their language and literacy needs with instruction planned in response to assessment to ensure students have the requisite language for each activity. As such, teachers are encouraged to choose those themes and topics that are relevant to their students' needs and interests.

EAL B20L Big Ideas	EAL B20L Questions for Inquiry
- Reading - Writing - Listening	- How do I use language and sentences in communicative and academic situations requiring interaction, production or interpretation of language of increasing complexity?

• Speaking (interaction and production)	• What strategies and support can I use and are effective in supporting language learning? • How do I communicate communicative and academic information with precision, accuracy and fluency using grammatical structures of increasing complexity? • How can I use language requiring a series of exchanges of information to give and receive information, to socialize and celebrate, to interpret and communicate, and to inquire in using language of increasing complexity regarding communicative and academic situations matters? • What skills do I need to have to communicate and understand language of increasing complexity when reading, writing, listening, and speaking in English independently?

Outcomes and Indicators

The learning expected of students in Saskatchewan is defined by curriculum outcomes for each grade. As Saskatchewan students achieve the grade-specific outcomes identified in curricula, they will deepen their understanding of each area of study as a living field of knowledge. Outcomes define what a student is expected to know and be able to do at the end of the grade or secondary level course. Outcomes require that students develop a combination of factual, conceptual, procedural, and metacognitive knowledge and are developed based on current research to ensure coherence and rigor. Therefore, all curriculum outcomes are required. Indicators clarify the breadth and depth of each outcome and are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. When teachers are planning for instruction, they must be aware of the set of indicators to understand fully the breadth and depth of the outcome. Based on this understanding of the outcome, teachers may develop their own indicators that are responsive to their students' interests, lives, and prior learning. These teacher-developed indicators must maintain the intent of the outcome (Renewed Curricula: Understanding Outcomes, Ministry of Education, 2010

EAL B20L Outcome	EAL B20L Indicators
Reading **EAL B20.1** Read, comprehend, and interpret information in a variety of communicative and academic texts.	a) Understand the main ideas and key information, including literal and non-literal meanings, using text of increasing complexity. b) Distinguish and understand relevant information in communicative and academic texts. c) Read text segments, short narratives with visuals as support, to find main ideas and details. d) Understand present, past, and future continuous verb tenses in both affirmative and negative forms. e) Read a greater variety of academic texts. f) Read aloud with fluency, expression and confidence. g) Follow instructions of increasing complexity. h) Use a greater variety of strategies to comprehend communicative and academic text before, during, and after reading.
Writing **EAL B20.2** Create texts for a variety of audiences and purposes, including communicative and academic purposes.	a) Use communicative and academic vocabulary to provide description and explanation including concrete details using a variety of sentences. b) Write a short summary of a text's main idea and provide personal response, including details and using grammatical structures more consistently. c) Write using a variety of styles, avoiding plagiarism. d) Write short compositions with transitional and connecting words using present, past, and future continuous verb tenses in both affirmative and negative forms. e) Write in first and third person using active and passive voice. f) Use the writing process, in full, to aid in and enhance communication of information.
Listening **EAL B20.3** Comprehend and interpret information in a variety of communicative and academic oral texts	a) Identify and follow a conversation, through a series of exchanges, using present, past, and future continuous verb tenses in both affirmative and negative forms. b) Understand audio messages using communicative and academic language of increasing complexity. c) Understand dialogue, events, and main ideas of text when read aloud. d) Understand and/or follow technical instructions and explanations if opportunity is given for clarification. e) Listen to other students' contributions in class, and use these responses as models for their own. f) Understand the use of idioms and slang in oral texts.
Speaking (Interaction) **EAL B20.4** Engage in a series of oral interactions for communicative and academic purposes with a variety of audiences.	a) Ask appropriate questions during a conversation to ensure the other person understands points being made or information being given. b) Ask someone to say something more clearly, to explain something in a different way, or to repeat what has been said when having problems understanding.

	c) Take part in social interactions through a series of exchanges asking questions and providing responses. d) Use appropriate formal and informal register through a series of exchanges in both communicative and academic conversations. e) Use idioms and slang appropriately.
Speaking (Production) **EAL B20.5** Orally present information for communicative and academic purposes to a variety of audiences.	a) Use communicative and academic language of increasing complexity. b) Express opinions and provide rationale. c) Provide information and describe various situations or events. d) Produce an account or summary and sequence of events for something experienced or read. e) Deliver a presentations on a range of topics using a variety of sentences.

Instruction

All successful teaching begins with an effective needs assessment and EAL instruction is no exception. Due to the wide diversity of learners, EAL teachers need to be aware of the strengths and challenges that each learner brings to the classroom. When planning instruction, teachers will need to consider students':

- age and grade placement (EAL students should be placed in age-appropriate class when possible);
- first and additional second languages spoken;
- prior school experiences (are there gaps in the student's education?);
- prior knowledge and life experiences;
- cultural and value systems;
- timetable (classes other than EAL);
- proficiency in various skill areas as outlined in, but not limited to, the Common Framework of Reference (CFR) (listening, speaking, reading, writing as well as vocabulary, grammar), and, in an acknowledgement of current research which indicates English language learners' greatest need is vocabulary, instruction which emphasizes vocabulary enrichment needs to be a focus;
- educational goals.

It is the responsibility of teachers to use their professional expertise in order to make decisions about instructional approaches which 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. Teachers will also need to use their professional judgment when deciding on the topics and language to be presented to their students and resources to be used. Later to literacy 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, topics and language to be presented and any resources used must respect that. Teachers will also 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 be useful to students.

Assessment and Evaluation

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.

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 involved teacher's judgement based on evidence of student learning. It occurs at the tend 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.

* Refer to Appendix A Connecting Instruction and Assessment and Evaluation with Common Framework of Reference.

References

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- Adaptive Dimension for Saskatchewan K-12 Students (Saskatchewan Ministry of Education, 2017)
- Alliances for Gender and Sexual Diversity in Saskatchewan Schools (Saskatchewan Ministry of Education, 2015)
- Blueprint for Life/Work Designs (National Life/Work Center, 2006)
- Canadian Language Benchmarks 2000: ESL for Literacy Learners (Centre for Canadian Language Benchmarks, 2001)
- Common Framework of Reference (CFR) EAL Reading Rubrics: Grades 9-12 (Ministry of Education, 2015)
- Common Framework of Reference (CFR) EAL Secondary Listening Rubric (Saskatoon Public School Division, 2016)
- Common Framework of Reference (CFR) EAL Secondary Speaking Rubric (Saskatoon Public School Division, 2016)
- Common Framework of Reference (CFR) EAL Writing Rubrics and Exemplars: Grades 9-12 (Ministry of Education, 2015)
- Common Framework of Reference (CFR) Frequently Asked Questions (Ministry of Education, 2018)
- Common Framework of Reference (CFR) with Learners of English as an Additional Language (Ministry of Education, 2013)
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- Education Ministers' Policy Statement on Fair Dealing (Copyright Consortium of the Council of Ministers of Education Canada, 2018)
- Fair Dealing Decision Tool (Copyright Consortium of the Council of Ministers of Education, Canada, 2018)
- English Language Arts Curriculum (Ministry of Education, 2011)
- Guide to Using the Common Framework of reference (CFR) with Learners of English as an Additional Language (Government of Saskatchewan, 2013)
- Inspiring Success: Building Towards Student Achievement (Saskatchewan Ministry of Education, 2009).
- Learning Resources Evaluation Guidelines (Saskatchewan Ministry of Education, 2013)
- Multicultural Education (Saskatchewan Education, 1994).
- Objectives for the Common Essential Learnings (Saskatchewan Education, 1998)
- Renewed Objectives for Common Essential Learning (Ministry of Education, 2008)
- Renewed Curricula: Understanding Outcomes (Ministry of Education, 2010).
- Resource-Based Learning Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centers (Saskatchewan Education, 1987)
- Saskatchewan Reads (Ministry of Education, 2015)
- Selecting Fair and Equitable Learning Materials (Saskatchewan Education, 1991)
- Sheltered Instruction Observation Protocol (Center for Applied Linguistics, 2011)
- Treaty Education Outcomes and Indicators (Saskatchewan Ministry of Education, 2013)
- Understanding the Common Essential Learnings: A Handbook for teachers (Saskatchewan Education, 1988)

Key Resources

Online
- Google Translate
- Google Read and Write
- http://www.bestofthereader.ca/author/joan/
- https://www.canada.ca/en.html
- https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/learn-about-canada/governement.html
- http://www.canadiangeographic.ca/
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Copyright

In Canada, copyright is protected through the federal government's *Copyright Act* (Government of Canada, 2012) and was updated in 2012. In response to this revision, the Supreme Court of Canada made a decision on copyright and the educational use of fair dealing, And, with the support of the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), the *Education Ministers' Policy Statement on Fair Dealing* (Copyright Consortium of the Council of Ministers of Education Canada, 2018), was released in 2018.

Further to the above, and in support of copyright compliance and educator understanding of their rights and responsibilities regarding the *Copyright Act* (Government of Canada, 2012) and *the Education Ministers' Policy Statement on Fair Dealing (*Copyright Consortium of the Council of Ministers of Education Canada, 2018)*, a number of supports have been developed by the CMEC and are available on the CMEC website. These supports include: *Copyright Matters* (Copyright Consortium of the Council of Ministers of Education, Canada, 2016)*, Fair Dealing Guidelines (*Copyright Consortium of the Council of Ministers of Education Canada, 2018)*, and the *FairDealingDecisionTool* (Copyright Consortium of the Council of Ministers of Education, Canada, 2018).

Evaluation of the Locally Developed Course of Study

Following the completion of this Locally Developed Course, instructors will complete and submit the following questionnaire within two weeks of completing the course. Completed questionnaires can be faxed to division personnel whom oversee Locally Developed Courses.

1. Enrollment in this course?
      a) How many students enrolled in this course?
      b) How many students successfully completed this course?
      c) Which semester did you offer this course in?
2. Reflection
      a) What successes were experienced in the teaching and learning of this course? Explain.
      b) What challenges were experienced in the teaching and learning of this course? Explain.
        Be sure to reference
- Learning outcomes
- Core curricular components and initiatives
- Career development competencies
- Instructional approaches
- Assessment and evaluation techniques
- Instructional materials

3) 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.

Appendix A Connecting Instruction and Assessment and Evaluation with Common Framework of Reference

Refer to documents as found through Edonline and The EAL Immigration, and Blackboard Organization including:
- A Guide to Using the Common Framework of Reference (CFR) with Learners of English as an Additional Language (Ministry of Education, 2013)
- A Guide to Using the Common Framework of Reference (CFR): Appendix B: Charts for Secondary Level (Ministry of Education 2013)
- Common Framework of Reference (CFR) EAL Writing Rubrics and Exemplars: Grades 9-12 (Saskatoon Public Schools, 2015)
- Common Framework of Reference (CFR) EAL Reading Rubrics: Grades 9-12 (Saskatoon Public Schools, 2015)
- Common Framework of Reference (CFR) EAL Secondary Listening Rubrics (Saskatoon Public School Division, 2016)
- Common Framework of Reference (CFR) EAL Secondary Speaking Rubrics (Saskatoon Public School Division, 2016)
- EAL CFR Level Writing Rubric (Regina Catholic Schools, 2014)
- Common Framework of Reference (CFR) Condensed: Reading and Writing Grade 10 (Prairie Spirit School Division, 2018)
- Common Framework of Reference (CFR) Condensed: Reading and Writing Grade 11 (Prairie Spirit School Division, 2018)
- Common Framework of Reference (CFR) Condensed: Reading and Writing Grade 12 (Prairie Spirit School Division, 2018)