English for Academic Purposes (EAP)
B20L

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I.   Course Description

English for Academic Purposes provides opportunities for English as an Additional Language (EAL) learners to develop and apply academic language within meaningful cross-curricular contexts. EAP B20L provides students with the opportunity to explore global issues (e.g., environmental and social) that impact the world. In this course students will research topics of personal interest, make connections with their own worldview and present information to their classmates as a means of persuading them to believe in what is important to them.

EAL learners may have subject area knowledge that they cannot express due to lack of academic language. These 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 interaction.

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 B1.2
- Based on professional judgement of the school team, exceptions may include students at CFR B1.1.

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 B20L 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 B20L, students will apply English language skills to enable them to nurture meaningful relationships and appreciate the diverse beliefs, languages, and practices of all Canadians, while exploring global issues that impact our world.

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 B20L, students will grow in their ability to confidently engage in Canadian culture while building awareness of and respect, and empathy for, diverse worldviews. They will become empowered to advocate not only for themselves but to speak up for change in their community and the world.

IV. 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 B20L. 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 require 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 now reside. For these students, developing identity and interdependence means honouring their home culture, while navigating Canadian culture. In EAP B20L, students will develop an understanding of the value of caring for oneself in addition to developing a global mindset. 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 B20L 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 B20L course will facilitate collaborative projects and build students' capacity to work with others toward common positive goals. In addition to working with others, students will also be provided with opportunities to look closely at topics that invite them to explore a variety of social justice issues. Deepening their understanding will help students to build their knowledge of the kinds of social action needed to create an awareness and educate others.

V.   Aim and Goals

Purpose and Aim

The purpose 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 B20L is to help students understand and appreciate academic language so that they 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 B20L, 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.

VI.   Questions for Inquiry

The questions in this section focus on the long-term abilities associated with the overall aim and goals of EAP B20L. 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?

VII.   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
- 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 learnings. 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
- 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.

VIII. Outcomes and Indicators EAP B20L

EAPB20.1 Read, comprehend, and analyze information, ideas and academic vocabulary, presented in a range of literary texts.

a. **Select and utilize** a variety of strategies to comprehend before, during and after reading, viewing, and listening activities (e.g., identifying the language signposts of persuasion, rereading to consolidate understanding, synthesizing information).
b. **Read** and **comprehend** a variety of descriptive, academic and content area vocabulary.
c. **Interpret** how language, and organizational features convey meaning in a variety of content area texts.
   i. Identify and understand the use of literal and non-literal meanings of words and phrases.
   ii. Identify and explain the use of figurative language (e.g., idioms, similes, metaphors).
   iii. Identify words with multiple meanings (polysemous words) in context and understand the intended meaning of the word.
   iv. Understand social and cultural references.

EAP B20.2 Read, comprehend, and analyze information, ideas and academic vocabulary presented in a range of informational texts.

    a. **Identify** and **utilize** a variety of strategies to comprehend before, during, and after reading (e.g., locate evidence from the text to support thinking, compare and contrast information found in a variety of sources, and synthesize and summarize information).

    b. **Examine** and **categorize** academic language found in text across content areas.

    c. **Identify** and **comprehend** text appropriate for independent research.

    d. **Demonstrate** active reading behaviours such as:
        i. identifying persuasive techniques used by writers
        ii. gathering evidence from a variety of texts to support a point of view
        iii. using a graphic organizer to document and organize information that has been gathered.

    e. **Read** diagrams and infographics to demonstrate understanding of the various ways information can be represented.

    f. **Examine** and **analyze** the purpose of a text (audience, perspective and source) including:
        i. identifying the purpose (e.g., to learn, to interpret and to enjoy).
        ii. visualizing based on text descriptions.
        iii. making notes to improve understanding.
        iv. making critical comparisons across texts.

EAP B20.3 Listen to, comprehend, and analyze the use of language for a variety of purposes (e.g., to persuade, to inform and to entertain) in a range of oral texts.

    a. **Understand** a variety of academic and content area vocabulary.
    b. **Demonstrate** an understanding of complex sentences when heard during class conversations, presentations, and videos.
    c. **Listen** to, identify and respond respectfully to the diverse opinions of others.
    d. **Recognize** how speaking cues such as volume, intonation and rate influence the listener during a presentation.
    e. **Comprehend** and execute a set of detailed instructions and steps to complete a task.
    f. **Summarize** main idea, perspective and purpose in a variety of oral academic texts (e.g., TedTalk and video presentation).
    g. **Synthesize** information from a variety of sources to deepen understanding, identify purpose and audience, as well as evaluate the effectiveness of the author's techniques.

EAP B20.4 Create written literary texts for a variety of purposes (e.g., reflective essay, scripts, and poetry) and audiences relevant to curricular content areas.

a. **Select** and **use** appropriate strategies to communicate meaning <u>before</u> (e.g., activate schema, identify key academic vocabulary, brainstorm ideas and demonstrate knowledge of how to use graphic organizers), <u>during</u> (e.g., demonstrate knowledge of the writing process, consider audience and organize text according to genre), and <u>after</u> (e.g., edit own text as well as those of others) writing.
b. **Write** a multi-paragraph composition for academic purposes (e.g., reflective, historical, persuasive, expository).
c. **Sequence** text logically (e.g., timeline, strongest-weakest arguments, compare and contrast).
d. **Add** details, examples, and explanations to convey meaning for the reader.
e. **Utilize** academic terminology specific to the topic being explored.
f. **Identify** and **select** a variety of valid and reliable sources to complete research.
g. **Use** a variety of sentence structures .
h. **Edit** own writing as well as the writing of peers for spelling, punctuation, sentence complexity and variety, verb tense and agreement.
i. **Use** a variety of features to create an effective presentation (e.g., tone, rate, volume, and pace of speech).

EAP B20.5 Create informational texts for a variety of purposes (e.g., to inform, to persuade and to entertain) and audiences relevant to curricular content areas.

   a. **Select** and **use** appropriate strategies to communicate meaning <u>before</u> (e.g., activate schema, identify key academic vocabulary, brainstorm ideas and demonstrate a knowledge of how to use graphic organizers), <u>during</u> (demonstrate knowledge of the writing process, consider audience, and organize text according to genre), and <u>after</u> (edit own text as well as those of others) writing.
   b. **Select** and **use** the mode of discourse (e.g., reflective, historical, persuasive, or expository) and text form appropriate for the topic, purpose and audience.
   c. **Use** mentor text to explore author's craft such as word choice, text form and structure.
   d. **Demonstrate** how academic language can be used across a variety of genres.
   e. **Apply** knowledge of vocabulary, sentence and text structure to written work.
   f. **Self-assess** writing based on the rubric provided and make revisions.
   g. **Reflect** on writing skills and processes using a tool such as a writing log or journal.

EAP B20.6 Create and present a persuasive oral presentation on a curricular topic of choice using tools (e.g., TedTalks, PowerPoints, and videos) that reflect knowledge of purpose and audience.

a. **Present** a persuasive or informative summary after completing research on cross curricular topic of interest.
b. **Create** and present visuals as a way of clarifying data or information for the audience.
c. **Present** on topics of interest using appropriate academic language in context as well as grammatically correct sentence structures.
d. **Adjust** speech depending on audience, context and purpose.
e. **Select** and **utilize** a variety of strategies to create an effective presentation such as employing appropriate eye contact (cognizant of cultural variations and norms), speaking rate, volume, enunciation, inflection and gestures to communicate ideas and engage the audience with the topic.
f. **Prepare, rehearse** and **deliver** an oral presentation that includes:
    i. a hook to engage the audience with the topic
    ii. the use of persuasive language to influence the audience
    iii. a strong conclusion that restates the main points that were made as well as a personal opinion or belief of the presenter on the topic.
    iv. consideration of the background knowledge of the audience when preparing a presentation to inform or persuade.

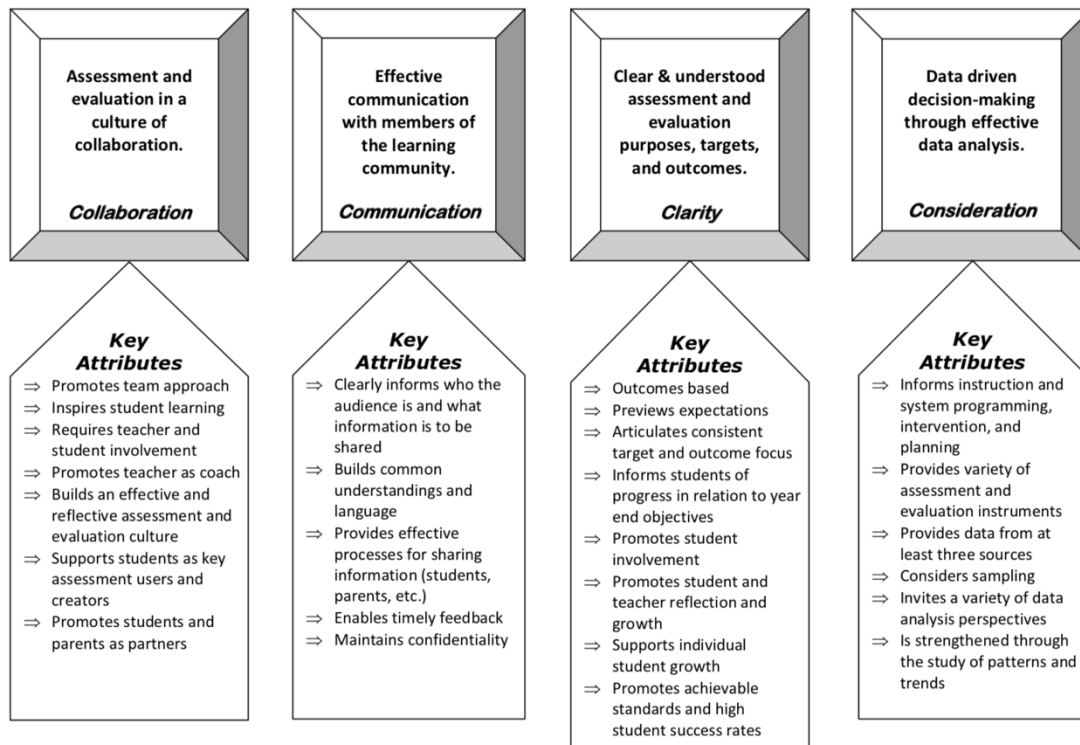**EAP B20.7** Interact in a variety of formal situations employing appropriate language and skills.

a. **Interact** in formal situations such as academic conversations, debates, and panel discussions.
b. **Understand** a variety of descriptive words in both social and academic settings.
c. **Implement** academic and content area vocabulary in context.
d. **Identify and understand** the opinions of others that are expressed in academic contexts such as complex ideas, structures, vocabulary and details.
e. **Use** oral language to inform an audience with consideration made to the topic and way in which the information is delivered.
f. **Respond** appropriately by adding-on to a comment. Use respectful language to agree or disagree with the speaker or connecting the topic to existing schema.
g. **Acknowledge** and **respond to** diverse perspectives and worldviews to arrive at shared understandings.
h. **Utilize** an active listening stance when asked to comment on or share information.
i. **Ask** questions to deepen understanding of the topic being discussed.
j. **Purposefully engage** in formal group settings by initiating, maintaining and concluding conversations; selecting appropriate register according to audience, purpose and context; and actively participating in conversations.
k. **Self-reflect** on contributions made during conversations using a tool such as a checklist, criteria, or rubric.

EAP B20.8 Create and implement a plan to explore a global issue of personal interest.

  a. **Generate** questions to guide research and find answers on a curricular topic of interest.
  b. **Consider** previous schema related to the topic to be researched.
  c. **Create** a list of questions to be answered through the inquiry process.
  d. **Identify** key resources that are relevant and reliable sources for inquiry and cite appropriately.
  e. **Select** and **apply** knowledge of graphic organizers to gather and organize thinking.
  f. **Utilize** appropriate academic language for the purpose and audience.
  g. **Create** a visual representation of an idea or concept that may require further language to describe.
  h. **Co-create** a rubric to assess both the process and product being presented.
  i. **Self-reflect** on the process and product through feedback.

IX. 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.

Assessment and evaluation in a culture of collaboration. *Collaboration*	Effective communication with members of the learning community. *Communication*	Clear & understood assessment and evaluation purposes, targets, and outcomes. *Clarity*	Data driven decision-making through effective data analysis. *Consideration*
Key Attributes ⇒ Promotes team approach ⇒ Inspires student learning ⇒ Requires teacher and student involvement ⇒ Promotes teacher as coach ⇒ Builds an effective and reflective assessment and evaluation culture ⇒ Supports students as key assessment users and creators ⇒ Promotes students and parents as partners	**Key Attributes** ⇒ Clearly informs who the audience is and what information is to be shared ⇒ Builds common understandings and language ⇒ Provides effective processes for sharing information (students, parents, etc.) ⇒ Enables timely feedback ⇒ Maintains confidentiality	**Key Attributes** ⇒ Outcomes based ⇒ Previews expectations ⇒ Articulates consistent target and outcome focus ⇒ Informs students of progress in relation to year end objectives ⇒ Promotes student involvement ⇒ Promotes student and teacher reflection and growth ⇒ Supports individual student growth ⇒ Promotes achievable standards and high student success rates	**Key Attributes** ⇒ Informs instruction and system programming, intervention, and planning ⇒ Provides variety of assessment and evaluation instruments ⇒ Provides data from at least three sources ⇒ Considers sampling ⇒ Invites a variety of data analysis perspectives ⇒ Is strengthened through the study of patterns and trends

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)

X.   References:

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- English Language Arts 9
- Common Framework of Reference (Condensed)
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XI. Resources:

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XII.   Evaluation of the EAP B20L

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 outcomes of 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.
      c. What formats were used to collect student voice? In what ways was the student feedback used to enhance future content development?
 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.