

Manitoba Education, Citizenship and Youth
EAL/ESL Learning Resource Review Curriculum Fit Evaluation (Integrated, Grammar, Content Based, Listening Resources)
Part A Form

Overall Resource Title:

A.) Curriculum Framework Fit/Content/Philosophy

Resource supports the outcomes of

General Learning Outcome: Making Meaning <i>Students will use Canadian English to construct (understand) and express meaning using a variety of texts, in a variety of contexts, and for a variety of purposes.</i>	Listening/ Viewing			Speaking/ Representing			Reading/ Viewing			Writing/ Representing		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
The resource provides opportunities for students to construct and express meaning												
• using a variety of texts.												
• in a variety of contexts.												
• for a variety of purposes.												
General Learning Outcome: Contextual Applications <i>Students will explore the effect of cultural patterns on attitudes, behaviour, and communications, and demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of Canadian, academic, and social contexts.</i>												
The resource provides opportunities for students to												
• use and understand contextually appropriate language and interaction in contemporary Canadian settings (e.g., using appropriate social and classroom conventions, communicate in informal and formal situations).												
• understand and value their own languages and cultures (e.g., respecting and affirming their own heritage).												
• appreciate a variety of languages and cultures (e.g., respecting and affirming the heritage of others).												

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General Learning Outcome: Strategies <i>Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language demands, learn Canadian English, and learn through Canadian English.</i>	Listening/ Viewing			Speaking/ Representing			Reading/ Viewing			Writing/ Representing		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
The resource provides opportunities for students to develop and use a variety of strategies <ul style="list-style-type: none"> • for general use (e.g., learning how to work collaboratively with peers). • for learning English (e.g., learning how to edit their own work, learning how to use a dictionary) for using English (e.g., learning how to complete assignments). 												
General Learning Outcome: Language Structures, Features, Forms <i>Students will use appropriate structures, features, and forms to comprehend and create texts using Canadian English for a variety of audiences, purposes, and contexts.</i>												
The resource includes <ul style="list-style-type: none"> • grammatical aspects of language (e.g., appropriate verb tense and agreement). • vocabulary (e.g., discipline specific terms and expressions used across the curriculum). • pronunciation (e.g., clarity in spoken Canadian English). • organization/genres (e.g., a speech, an essay). • patterns of text structure (e.g., sentences and paragraphs). • rhetorical features (e.g., tone). • language functions (social and academic) (e.g., making requests, expressing views). • discourse features (e.g., signalling sequence using time expressions). • orthography (e.g., form of English letters, spelling, sound-symbol representation). 												

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The Importance of the Additive Nature of Learning Another Language For Manitoba EAL/ESL Curriculum Framework: Early to Senior Years	Listening/ Viewing			Speaking/ Representing			Reading/ Viewing			Writing/ Representing		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
Additive Nature of Learning Another Language <i>The resource reflects the additive nature of learning another language.</i>												
Language Acquisition and Development The resource												
<ul style="list-style-type: none"> • promotes language learning as an active process in which students have an opportunity to interact and use language for real purposes. 												
<ul style="list-style-type: none"> • should use language that features: <ul style="list-style-type: none"> • controlled vocabulary. • clear sentence structure. • logical and clear development of main ideas supported by relevant details. • paragraph development. • use of signal words (ordinals) for sequence, emphasis, and comparison. • contextual clues. 												
<ul style="list-style-type: none"> • takes into account that the acquisition of English is intended to enhance students' linguistic repertoires rather than replace or diminish the value of other languages already acquired. 												
<ul style="list-style-type: none"> • recognizes that students reflect on and use prior knowledge of their first language to extend and enhance their understanding and acquisition of English. 												
<ul style="list-style-type: none"> • helps students to use language to enable them to communicate successfully for personal, social and academic goals. 												

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	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
Language Learning A Shared Responsibility <ul style="list-style-type: none"> • The resource helps students develop and apply a repertoire of strategies for comprehending, composing, and responding to a variety of texts, situations, and across subject areas. 												
Thinking and Learning Through Language The resource <ul style="list-style-type: none"> • reflects recent developments in the research into additional language learning and literacy development. 												
<ul style="list-style-type: none"> • enables students to participate effectively in various communities within and beyond the classroom. 												
<ul style="list-style-type: none"> • provides opportunities for students to think critically (i.e., reflect, speculate, analyse, synthesize, problem solve). 												
<ul style="list-style-type: none"> • support student interaction and use of English as an additional language for real purposes. 												
Overall Rating: Importance of the Additive Nature of Language	Weak/Poor			Fair			Good			Excellent		

2. Importance of the Additive Nature of Learning Another Language
Comments:
