
INTRODUCTION

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Course Description

This course is designed for advanced-level English as an additional language (EAL) students who wish to further develop the academic English language skills required for success in Senior Years and post-secondary education. Advanced EAL students who have studied English as a second language will benefit from integrated ELA/EAL courses, which reinforce and build proficiency in a range of language knowledge and skills required across the Senior Years curriculum and areas of post-secondary study. This course will help ensure success for advanced EAL learners in Senior 4 across a number of subject areas, with emphasis on the sciences, mathematics, and social sciences, as well as help students prepare for post-secondary study.

Manitoba Education, Citizenship and Youth is implementing a change from the term English as a Second Language (ESL) programming to English as an Additional Language (EAL) programming.

The change in terminology is appropriate as EAL is a more inclusive and encompassing term that suggests that learners of English may already speak a number of languages and dialects, of which English may be but one more. Ignoring the range of languages and dialects a person may already speak suggests that the other languages are not important.

In addition, the change in term reflects an orientation to language learning that values linguistic diversity and encourages bilingualism and multilingualism.

Through this course, students will develop skills such as interpreting and producing subject-area texts, various forms of student-led inquiry, and classroom interactions. They will interact with content drawn from various subject areas, such as science and business, to improve reading, writing, speaking, and listening, and to enhance their use of learning strategies. Students will have opportunities to acquire and use vocabulary relevant to a broad range of general, academic, and content-/topic-specific vocabulary, linguistic structures, processes, and tasks typical of various subject areas.

Schools may record students' marks as one full course, *Senior 4 ELA: EAL for Academic Success*, or as two half courses, *Senior 4 ELA: EAL for Academic Success Half Course I* and *Senior 4 ELA: EAL for Academic Success Half Course II*, whichever is most advantageous to the students.

The designation of two half courses accommodates students who may find a portion of *Senior 4 ELA: EAL for Academic Success* difficult. Instead of having to repeat an entire full-credit course, students could receive a half credit for the half course they successfully complete, and concentrate, instead, on a second attempt at the half course that presented them with difficulty.

Providing the course in two distinct halves also allows flexibility in how the teacher delivers the various topics. The first half-course would comprise Modules 1, 2, and the first half of Module 3; the second half would comprise the rest of the course.

Advanced EAL Learners

Assumptions about Senior Years Advanced EAL Learners and EAL Programming

EAL learning can be conceptualized as a series of **stages** through which students move from a very basic level of English language learning to more complex stages in which they develop English language skills essential for living and learning in their schools and communities. This course draws on the conceptualization of the EAL stages for secondary students as described in the Australian curriculum support document *ESL Companion to the English CSF, Carlton: Victoria*. In this document, secondary EAL learners move through four distinctive stages of EAL and academic learning. The fourth stage, that of the advanced EAL learner, includes a point at which EAL learners “transition” from EAL-focused programming and instruction to “mainstream” programming and instruction.

However, learners will follow individual pathways through the various stages of EAL learning. The time taken to move to an advanced stage of EAL learning will vary according to personal and program factors. Personal factors that may influence the time required are the student’s prior schooling experiences, motivation, physical and cognitive characteristics, interests, and abilities. The differences or similarities between the student’s prior language or languages and English may also be an important factor. Programming factors such as access to appropriate programming, the receptivity of the classroom and school environment, and the intensity and extensiveness of specialized EAL supports may also play a role in determining the time students need to reach an advanced stage of EAL development.

There is no set time during which the students will remain in this advanced EAL stage. Students will differ in the time required to reach the transition point at which they can be considered to be proficient and able to succeed in mainstream classes with minimal accommodations and adaptations. Some EAL learners may reach the transition point early in the Senior Years but may continue to benefit from EAL-informed approaches.

This course is intended to help advanced EAL learners reach that critical transition point where they will be proficient in English and successfully meet the academic language requirements of a range of Senior 4 courses and subjects.

General and Specific Learning Outcomes

Taking into consideration the theoretical perspective adopted in developing this course (see the following section) and acknowledging the learners who are the focus of this course, the student learning outcomes selected are:

GLO 1 Students will comprehend and develop a personal response to various academic texts.

Specific Learning Outcomes

Students will...

- 1.1 Engage with increasingly difficult oral and/or visual texts to draw essential understanding from typical subject-area topics.
- 1.2 Respond to texts with increasing independence.
- 1.3 Develop and express a personal position in a variety of ways (e.g., express likes/dislikes, opinions, connections with personal experience).
- 1.4 Show an awareness of organizational patterns, discourse features, and writing techniques in a range of subject-area texts.
- 1.5 Examine and interpret various visual media for academic purposes.
- 1.6 Interpret a range of texts from across the curriculum in terms of their purpose, audience, and context.
- 1.7 Evaluate a given text with reference to its validity and quality, justifying their own interpretation of text in relation to the interpretation of others.

GLO 2 Students will use the English language to effectively accomplish academic tasks drawn from across the curriculum.

Specific Learning Outcomes

Students will...

- 2.1 Show sufficient control over linguistic structures and features to complete typical tasks in a variety of subject-area classrooms.
 - 2.1.1 Analyze and edit texts for word choice, grammatical structures, and discourse features.
 - 2.1.2 Use standard Canadian spelling, capitalization, and punctuation conventions with reasonable accuracy.
 - 2.1.3 Use developing control of grammatical structures and discourse features to define, explain, describe, analyze, compare, classify, infer, argue, summarize, paraphrase, synthesize, and evaluate.
 - 2.1.4 Refine pronunciation to increase intelligibility.
- 2.2 Use several visual techniques (e.g., graphic organizers, presentation programs) to convey factual information and clarify relationships.

In this course, the term “text” includes oral, written, and visual texts, unless otherwise indicated. As teachers refer to the list of general and specific learning outcomes, it is important to remember that “various academic texts” includes oral texts.

- 2.3 Produce a variety of short and extended text forms necessary for subject-area tasks, taking into consideration audience, purpose, and context.
- 2.3.1 Use the structures and language features appropriate to the text type. (Students can use: subordinate adverb clauses to demonstrate time relationships; passive voice in science experiments.)
- 2.3.2 Demonstrate an increasing awareness of North American rhetorical forms (e.g., linear argument).
- 2.3.3 Produce effective oral presentations.
- 2.4 Use the steps of the writing process to produce effective extended texts by
- prewriting (gather and focus ideas, plan the text, research, organize the text)
 - writing a first draft
 - enhancing and improving drafts through peer-editing and self-editing
 - publishing in appropriate physical format

GLO 3 Students will use the English language to explore and manage ideas and information in topics drawn from the Senior Years curriculum.

Specific Learning Outcomes

Students will...

- 3.1 Seek, organize, and synthesize information from multiple sources to form, support, or revise a position
- 3.2 Develop and implement a plan for researching topics from across the curriculum.
- Formulate questions to guide inquiry.
 - Formulate and revise a position on a topic.
 - Search effectively for resources (e.g., primary, print, and online) to accomplish a particular task.
 - Evaluate validity and quality of resources.
 - Choose appropriate organizational structures to achieve the intended purpose of the task.
- 3.3 Quote from or refer to sources as required; document sources accurately.

GLO 4 Students will use the English language to build and participate in community.

Specific Learning Outcomes

Students will...

- 4.1 Use language to encourage, support, and work with others.
- 4.2 Communicate effectively to work with others in most formal learning situations about issues and tasks drawn from various subject areas.

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- 4.3 Use clear and respectful language to express personal opinion and to respond to others.
 - 4.4 Manage group action (planning, monitoring, and assessing group activities).
 - 4.5 Experience and consider academic texts drawn from different perspectives.
 - 4.6 Respond to and critique a variety of individual perspectives in academic texts and group discussions.
 - 4.7 Use the English language to participate in community, both local and global.

GLO 5 **Students will use the English language to celebrate individual and group successes, and enhance their knowledge of and ability to apply cultural knowledge in educational settings.**

Specific Learning Outcomes

Students will...

- 5.1 Identify common themes and symbols of contemporary Canadian culture drawn from various sources.
- 5.2 Analyze and use the appropriate level of formality for a variety of social and academic contexts and purposes.
- 5.3 Analyze ways in which languages and texts affect and are affected by contemporary culture.
- 5.4 Show understanding of the effect of cultural background on attitudes and communication patterns.
 - 5.4.1 Demonstrate openness to working with members of different cultural and linguistic groups.
 - 5.4.2 Begin to interpret North American approaches to humour.
- 5.5 Identify and analyze the value of English as an international language for themselves and for the global society.
- 5.6 Evaluate texts for purpose, bias, and implications.
- 5.7 Select and present ideas and information, keeping in mind the intended audience.

GLO 6 **Students will know and use effectively metacognitive, cognitive, and social and affective learning strategies to enhance learning.**

Specific Learning Outcomes

Students will...

- 6.1 Students will know and use effectively metacognitive learning strategies to achieve greater independence in planning their learning.
 - 6.1.1 Use advance organization to preview a learning task.
 - 6.1.2 Use organizational planning to choose good organizational strategies and to plan for the way the task should be handled.

- 6.1.3 Use directed attention to decide in advance to focus on a learning task and to avoid and ignore irrelevant distractors.
 - 6.1.4 Use functional planning to plan for and rehearse linguistic components of a language task.
 - 6.1.5 Use selective attention to decide in advance to pay attention to important, specific information, often by scanning for key words, concepts, and linguistic markers, and then to maintain this behaviour throughout the task.
 - 6.1.6 Use self-monitoring to check, verify, and correct one's understanding and performance during a language task.
 - 6.1.7 Use problem identification to explicitly identify the problem that needs to be resolved so that the task can be completed.
 - 6.1.8 Use self-evaluation to check one's language, strategy use, and ability to perform a task.
- 6.2 Students will know and use effectively cognitive learning strategies to interact with and manipulate, mentally or physically, the material to be learned and to apply a specific technique to a learning task.

Specific Learning Outcomes

Students will...

- 6.2.1 Use resourcing to access and work with various reference materials: books, the Internet, and audiovisual sources.
- 6.2.2 Use repetition to imitate a language model and to practise.
- 6.2.3 Use grouping of items with common characteristics to classify order and label material; use grouping to recall information about previously grouped items.
- 6.2.4 Use note taking to write down key words or concepts in abbreviated written, numerical, or graphic form to accomplish a language task.
- 6.2.5 Use deduction and induction to consciously apply learned or self-developed rules to produce or understand the target language.
- 6.2.6 Use substitution to select alternate approaches to successfully complete a language task.
- 6.2.7 Use elaboration to relate new information to prior knowledge.
- 6.2.8 Use imagery in the form of mental or actual pictures as well as graphic organizers or representations to represent information.
- 6.2.9 Use summarization to make a mental or written summary of language and information presented in a task.
- 6.2.10 Use translation to change language in a verbatim manner from one language to another.

- 6.2.11 Use transfer to make a language task easier by applying previously acquired linguistic knowledge to it.
 - 6.2.12 Use inferencing to guess the meanings or usage of unfamiliar language, to predict outcomes, or to fill in missing information.
 - 6.2.13 Use recombination to create a meaningful complex sentence or lengthier language sequence by combining known elements in a new way.
- 6.3 Students will know and use effectively social and affective learning strategies to assist in learning by interacting with others.

Specific Learning Outcomes

Students will...

- 6.3.1 Use questioning for clarification to ask for explanations, verification, rephrasing, or examples about the material or the task at hand.
- 6.3.2 Use co-operation to work together with peers to solve a problem, share information, check a learning task, model a language activity, or get feedback on one's written or oral performance.
- 6.3.3 Use positive self-talk to reduce anxiety.

