Toronto Central Academy Course Outline:

Course Title: English as a Second Language ESL Level 4

Department: English as a Second Language

Grade Level: Level 4

Course Code: ESLDO

Developed from: The Ontario Curriculum: English as a Second Language and Literacy Development; Revised 2007.

Prerequisite: ESLCO

Credits: 1.0

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Course Description

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Overall Expectations of the Course

Strand	By the end of this course, students will:
Listening and Speaking	1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes. 2. Use speaking skills and strategies to communicate English for a variety of classroom and social purposes. 3. Use correctly the language structures appropriate for this level to communicate orally in English
Reading	1. Read and demonstrate understanding of a variety of texts for different purposes. 2. Use a variety of reading strategies throughout the reading process to extract meaning from texts. 3. Use a variety of strategies to build vocabulary. 4. Locate and extract relevant information from written and graphic texts for a variety of purposes.
Writing	1. Write in a variety of forms for different purposes and audiences. 2. Organize ideas coherently in writing 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling and punctuation. 4. Use the stages of the writing process.
Social Cultural Competence & Media Literacy	1. Use English and non-verbal strategies communication strategies appropriately in a variety of social contexts.

	2. Demonstrate an understanding of the rights and responsibilities of the Canadian citizenship, and of the contribution of diverse groups to Canadian society. 3. Demonstrate knowledge of and adaptation to the Ontario education system. 4. Demonstrate an understanding of, interpret, and create a variety of media texts.

Timing Topics and Content:

Hrs	Topic	Course Content
16 hrs.	**Unit 1:** **Introduction to ESLDO , Sentence / Paragraph Writing & Movie & Story Analysis**	**Grammar: -active** /passives(all tenses) **Vocabulary: -**nouns, pronouns, adjectives, adverbs, verbs & transition words **Pronunciation: -** exclamation words for surprise or excitement… **Listening:-**listen to movie dialogues **Reading: -**Short Halloween Stories **Writing: -**write about Online High School learning vs. traditional classroom learning **Free Talk:-**speak about the images of the famous movies shown & common interests & school life
30 hrs.	**Unit2: About Me-Family Life, Food Choices, Managing Life and Relationships**	**Grammar: -** all major verb tenses, conditional phrases… **Vocabulary: -** the body, food vocabulary (especially healthy food within the Canada Food Guide), relationship related words (love, friendship, feelings, sadness, happiness, emotions, breakups, online dating, cyber bullying, etc…) **Pronunciation: -** vowel sounds, sentence stress, word stress, & adjective endings **Listening: -** listen to dialogues from movie clips about health & friendships & family… **Reading: -** What does your profile picture say about you? – A variety of short stories from 'American English File-including: Mood Food, Younger Brother, Only Child, From the Streets to Success, DEBRETT'S guide to cell phone etiquette, Turn it off!, If I bounce the ball five times…, Love at Exit 19

		Writing: - On what occasions might you judge someone based on their appearance? Making a food plan. Describing your perfect date… Write about your favourite family vacation trip… **Free Talk:** Do you think people tend to judge people based on their looks? My perfect date is……? My best vacation was…..? My most interesting day was……? My healthy role model is? What job are you studying for and how are you going to get there?
30 hrs.	**Unit 3: Crossing Cultures**	**Grammar: -** first conditional and future time clauses + *when, until, can't, etc.* **Vocabulary:-** compound nouns**,** different countries & nationalities, transportation words, geography-related words, superstitions, **Pronunciation:-**the letter *u, ph sounds, World English words* **Listening:-** Gareth Malone (short story), world music-songs, **Reading:-** your child, 'A question of luck?', The ticket inspector, the students, the angel (p. 85 American English File), Information overload, **Writing:-** about past and future travel experiences, travel brochures or posters, write an article about the advantages and disadvantages of smartphones **Free Talk:** Should physical education be optional? What are interesting countries to explore? Why do different nationalities have positive or negative stereotypes? Where is the best place to live? Where is the worst place to live?
24 hrs.	**Unit 4:** **Canadian Short Stories**	**Grammar: -** second conditional, present, past/future verb tenses, quantifiers, phrasal verbs, Tag questions… **Vocabulary:** fiction & non-fiction story phrases, genres, settings, climax, suspense, adventure, biography, autobiography, metaphors, adjectives, adverbs, nouns, & transition words, making adjectives and adverbs… **Pronunciation:-** sentence stress **Listening:** listen to four architectures speak about describing their "dream house". listen to "how did Hollywood actress Natalie wood die?" and fill in the blanks, listen to the song "the greatest love of all"… **Reading:** Tchaikovsky's house, - 'Daryl's short stories'…, **Writing: -** describe a house or an apartment, or your favourite short story, make a short story with a partner…describe your life in another country… **Free Talk: -** describe your dream house, describe your future life or wife or partner, How can you create an

		imaginative mind? What would you do if somebody on the street asked you for money on your way home tonight? What if you met an alien what would you do? What would you do if you won 10 million dollars? who is a person you admire and why
10 hrs.	**Final Summative Activities**	**Oral Presentation & Writing Project**
Total:	**110 Hours**	

Teaching & Learning Strategies

Since the over-riding aim of this course is to help ESL students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

Reading various works	Independent research	Creative Writing
Multimedia Production	Singing,	Word Games
Drama	Writing Processes	Reporting Written/Oral/Media
Journal writing	Portfolio	Expressing Another Point of View
Conferencing	Independent Reading	Visual Graphs
Interviews	Media Analysis	Reading Responses
Mentoring	Response Journal	Story Mapping
Writing to Learn	Brainstorming	Role Playing
Observation	Group Work	Pair Work
Dialogues	Role Playing	Presenting

Assessment FOR, AS, and OF learning Strategies

Diagnostic Assessment (For)

Is the process of gathering evidence of student learning prior to commencing instruction? This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Implementation Strategy

- Pretest for each section of the Course
- Conference with teacher to assess interests and communication abilities
- Language competency test
- Verbal, Reading, Writing task

Accommodations

- Clarify as to what is expected
- Use simplified language
- Provide examples/vocabulary lists
- Provide explanation to correct responses

Formative assessment (As)

Is the process of gathering information during the learning process? It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Implementation Strategy

- Learning expectations and criteria for assessment are communicated to students in advance.
- Vocabulary Quiz
- Classroom observation with teacher feedback to student
- Writing assignments with rubric
- Discussion of achievement chart relation to a specific expectations
- Teachers provide students with ongoing and descriptive feedback on their learning to help them establish goals for improvement
- Peer assessment is used for formative feedback
- Students are provided with opportunities to learn how to assess their own work and to set goals for improvement.
- Student portfolios to demonstrate growth over time
- Students are provided with examples and models to assist them in understanding how to achieve
- excellence.
- Student provided with exemplars of writing to illustrate achievement levels

Accommodations
- Clarify as to what is expected and how to achieve that
- Use simplified language to make sure that no one is behind
- Provide examples/vocabulary lists to help complete tasks
- Make students create their own dictionaries to aid learning itself
- Use charts, board, color-coding
- Provide explanation as to what correct responses should like and why

Summative assessment (Of)

may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

Implementation Strategy
- Summative tests and or demonstration of language competency throughout term
- Rich writing project
- Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Final exam worth 30%

Accommodations
- Clarify as to what is expected and how to achieve that
- Use simplified language to make sure that no one is behind
- Provide examples/vocabulary lists/expectations chart to optimize assessment performance

Evaluation

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart		Wt.
Knowledge / Understanding	• **Knowledge of content** (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions**)**	25%

	• **Understanding of content** (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	
Thinking/ Inquiry / Problem Solving	• **Use of planning skills** (e.g., generating ideas, gathering information, focusing research, organizing information) • **Use of processing skills** (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating) • **Use of critical/creative thinking processes** (e.g., oral discourse, research, critical analysis, critical literacy, meta-cognition, creative process)	25%
Communication	• **Expression and organization of ideas and information** (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms • **Communication for different audiences and purposes** (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms • **Use of conventions** (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	25%
Application	• **Application of knowledge and skills** (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts • **Transfer of knowledge and skills** (e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts • **Making connections within and between various contexts** (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	25%

Final Mark

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for English as a Second Language and English Literacy Development.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of the evaluation will be a formal examination or Culminating Project. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN ESL AND ELD

Instructional Approaches and Teaching Strategies

Students in ESL and ELD courses will benefit from a content-based, thematic approach to lesson planning and delivery. All teachers should integrate language and content instruction so that students can develop academic knowledge and skills in specific content areas at the same time as they develop their English language skills. As well, teachers should ensure that the teaching of English grammatical structures is integrated with context rather than being taught or practised in isolation. For example, students learning about regions of Canada may be involved in making a bar graph to compare annual precipitation in different regions. The cognitive activity consists of finding the information and recording it in graphic form. The language activity consists of describing the graph, orally and in writing, using newly learned vocabulary related to the subject matter. In addition, students will gain practice in using impersonal expressions such as it rains, it snows, and there is/there are. Students could then compare the annual precipitation in different regions of Canada and the world, using quantitative expressions such as twice as much, half as much, five times more, and fifty per cent less. The lesson could then continue with a description of the water cycle, and students might talk and write about a diagram of the cycle, using connectors such as then, next, after that, and finally, while following the rules for subject-verb agreement and comparative forms of adjectives.

Since language activities in ESL and ELD courses can include content from various subject areas, ESL and ELD teachers need to be aware of the expectations in other subject areas so that they can design relevant units of work for their students. In addition, subject teachers should pay attention to the uses and functions of language in their respective disciplines, in order to help all students, and most especially English language learners, to acquire the specialized vocabulary and language skills needed for success in particular subjects.

Special sections of other subjects adapted for English language learners should include the expectations of the mainstream course while focusing on general literacy development and the language conventions of the subject itself. This approach is most suitable for courses that require a great deal of background knowledge and/or experience that recently arrived students may not have, and for courses that require a high level of proficiency in English. For example, in science and technological education courses, students need practice in using the passive voice to write laboratory reports or describe processes. In mathematics courses, students need to understand and use expressions for comparing quantity, speed, and size, and words and phrases that indicate specific mathematical operations. In history, students need to become familiar with a wide range of tenses, words, and phrases that indicate chronological order and causal relationships among ideas and events.

All teachers should remember that English language learners need frequent opportunities to produce language in both written and oral formats. Students need to have plentiful opportunities to communicate with teachers and classmates through a range of interactive activities such as instructional conversations, cooperative group work, jigsaw activities, literature circles, writing conferences, peer tutoring, and community outreach tasks. Students also need to receive feedback in a respectful and helpful manner. English language learners need to be given sufficient wait-time to formulate their thoughts in a second language before they are expected to answer questions or contribute ideas in class. Teachers should focus on communication first, responding to the content of what the student is trying to communicate, before rephrasing in order to provide a model for the student. Focusing on only one or two errors at a time, in both oral and written work, will yield the most enduring results for English language learners. It is important to remember that making errors is a normal and useful part of the language learning process, allowing students to make and test hypotheses about the English language and to apply knowledge and strategies from their first language and prior experiences.

More detailed descriptions of effective teaching strategies can be found below.

Anticipation Guide. The anticipation guide is a strategy used to activate students' prior knowledge by asking them to identify their existing opinions and attitudes before reading a text. Prior to reading a text, students are asked to examine and respond to a series of teacher-generated statements that may reflect their pre-reading beliefs and knowledge about a topic. After reading the text, the students revisit the statements to explain how their opinions may have changed as a result of their reading. The anticipation guide also provides an excellent springboard for discussion of students' opinions and beliefs. Reading selections that may challenge students' beliefs and opinions on science and technology, the environment, history, and current affairs all provide appropriate vehicles for the use of the anticipation guide.

Bilingual Books and Labels. Bilingual books allow students to use their first-language knowledge to help them make sense of English text. The use of bilingual books in the classroom affirms and celebrates students' home languages and cultures, and sends a clear, positive message about the rich contribution of multilingualism to Canadian society. A wide variety of bilingual books is available commercially. In addition, students can create their own bilingual materials using their own stories or by gluing their translations into published English books already available in the classroom.

Teachers can also provide multilingual word lists, dictionaries, and glossaries to students, often using students' own contributions. Themed bulletin-board displays can highlight vocabulary in many languages (e.g., mathematical terms, or ways to say hello, offer praise, or say thank-you in a multitude of languages).

Cloze Procedure. The cloze procedure is a "fill-in-the-blanks" technique used to assess reading comprehension and to teach new vocabulary. In the classic cloze procedure, students read a passage from which every seventh word has been deleted and fill in the blanks to demonstrate their overall comprehension of the passage. However, the cloze procedure can be applied selectively to any words in a passage, to adapt the assessment to the student's language level, and to concentrate on specific vocabulary items or grammatical structures, such as content-specific vocabulary, prepositions, or verb tenses. A word bank can also be supplied with a cloze passage to provide additional support for students.

In addition to being used for individual student work, a cloze passage can be presented as a whole-class or group activity, with the teacher reviewing the text on a chart or overhead transparency. A cloze activity can also be done in pairs or small groups using a pocket chart or large sticky notes on chart paper.

Other cloze variations include the oral cloze, in which students learn to predict what word is to come by using structural and context clues, and the jigsaw cloze, in which several students each receive different words deleted from the same passage and work together to recreate the entire text.

Cooperative Learning. Cooperative-learning techniques allow students to work together as a team to accomplish a common learning goal. A cooperative-learning group may work together to complete a research project, prepare a media broadcast, or publish a newsletter.

In cooperative group activities, group members each take on a specific task they are responsible for, such as gathering materials, taking notes, or ensuring that the group keeps to its timelines. While participating in the cooperative-learning activity, students have numerous opportunities to practise the language necessary for the smooth functioning of the group: for example, how to make suggestions, express opinions, encourage others, and disagree politely.
In addition to the final product produced by the group, an important aspect of the cooperative-learning process is having each group member examine how the group functioned in its task and evaluate his or her own contribution to the group process. Discussions, journal entries, and self-evaluation checklists are some ways in which students can reflect on the group work process and their part in it.

Dictogloss. Dictogloss is an activity in which students recreate a text read aloud in class. This strategy supports English language learners in listening to and recalling good English language models, while providing them with opportunities to collaborate and negotiate with their peers.

In the dictogloss strategy, the teacher first chooses a text and reads it aloud to the class at least twice. Teachers can make use of a variety of texts for a dictogloss activity: literature excerpts, content-area paragraphs, news items, narrative descriptions, and even technical procedures. After hearing the passage read aloud, students work in small groups to write down key words and phrases, and then try to reconstruct the text. This is followed by group editing and proofreading, then comparison of the texts generated by various groups. The activity culminates with a whole-class comparison of the reconstructed texts with the original text. The goal of dictogloss is not to produce a text that is identical to the original but to create one that is well worded and has the same information as the original.

Free Voluntary Reading. Many educators believe that one of the most important strategies they can employ with second-language learners is free voluntary reading

(sometimes referred to as sustained silent reading). This strategy is grounded in the idea that reading is one of the most significant activities we can engage in at school. Free voluntary reading provides students with regular, sustained periods of time in which to read materials of their own choice. The focus of free voluntary reading is on improving students' reading skills while helping them to find pleasure in independent reading.

Free voluntary reading should occur at frequent, regularly scheduled times, with everyone in the class taking part (including the teacher, because the modelling of reading for enjoyment is an important aspect of the activity). Students select their own reading material from books, magazines, manuals, newspapers, or graphic novels brought from home or found at school. Teachers of English language learners should stock their classroom libraries with a selection of reading materials at different levels, including wordless and picture books, catalogues, brochures, flyers, and materials adapted for English language learners. Students can keep brief logs of the items read to allow students, teachers, and parents to track reading preferences. Time for sharing and recommending books can also become part of a free voluntary reading program.

Graphic Organizers. The use of visual supports to increase English language learners' understanding of texts is an especially powerful teaching strategy. Graphic organizers, often also referred to as key visuals, allow students to understand and represent relationships visually rather than just with language, providing helpful redundancy in making meaning from the text. Graphic organizers can be used to record, organize, analyse, and synthesize information and ideas. Examples of common graphic organizers include the following: timeline, cycle diagram, T-chart, Venn diagram, story map, flow chart, and problem-solution outline.
The use of a graphic organizer is extremely helpful when carried out initially as a class or group brainstorming activity. The graphic organizer provides a way of collecting and visually presenting information about a topic that will make it more comprehensible for English language learners.

When using different graphic organizers, teachers should point out and model for students how particular graphic organizers are especially suited to various types of text organization. For example, the T-chart provides an ideal framework for visually representing comparison and contrast, while the flow chart is well suited to illustrating cause-and-effect relationships.

Guided Reading. Guided reading is a strategy that provides the scaffolding necessary for English language learners to tackle a challenging text. In guided

reading, the teacher meets with a group of students who are all reading at the same level. The teacher guides the students through the text with a series of structured activities for use before, during, and after reading the text. Pre-reading activities can include brainstorming, making predictions about the text, or posing questions to be answered from the text. Students then read/reread the text, using a combination of silent, pair, and group reading. During reading of the text, the teacher can provide mini-lessons to individual students on a particular grammatical structure, vocabulary item, or content question related to the text. The individual coaching that takes place in guided reading allows the teacher to focus on the needs of individual students in developing reading skills and strategies. After reading, the teacher structures response tasks to match the reading proficiency level of the group. For example, students can revisit the predictions made before reading the text; identify and describe characters; compile a chart of adjectives to describe characters' feelings at various points in a story; or compare the theme of the story with that of another the group has read.

Guided Writing. In guided writing, teachers provide direct instruction on aspects of the writing process, as well as supplying direct supports for English language learners writing in English. These supports may include furnishing sentence starters or words to include in writing, providing a paragraph or essay outline to help students structure their writing, or presenting models of successful writing in various genres or forms.

During a guided-writing activity, the teacher first provides pre-writing activities, such as a group brainstorm on what should be included in a piece of writing. The teacher then takes students through the process of producing a piece of writing by first modelling the process in a think-aloud and then perhaps creating a shared piece of writing with the whole class. Students then engage in their individual writing process, while the teacher may provide focused mini-lessons to small groups or individuals who are having difficulty with particular aspects of the writing. During the guided-writing process, the teacher will also provide opportunities for students to engage in peer editing, self-editing, and revision of their writing.

Information-Gap Communication Games. In these activities, often done in pairs, students share information with each other in order to solve a problem or arrive at a decision. In information-gap activities, students exchange new information, rather than responding to questions in class about material they have already covered. Information-gap activities can focus on content concepts, vocabulary items, or grammatical structures currently being studied by the class.

For example, in pairs, students can construct a timeline of events leading up to Canadian Confederation, with one-half of the historical events randomly assigned to each student. It is essential that partners do not show their information to each other. Instead, they must use their oral English communication skills to convey information to their partner in order to reconstruct the entire timeline. These games are sometimes called barrier games, because student pairs may use a physical barrier such as a file folder to hide their information from each other.

Further examples of information-gap games include the following: one student orders a series of pictures on a grid, and communicates orally to a partner how to order the same set of pictures without the partner being able to see the original order; or one student, using a map, gives directions to a partner about how to find various points of interest in their city or town that are not marked on the partner's map.

Jigsaw. Jigsaw is a cooperative group activity in which one segment of a learning task is assigned to each member of a small group (the "home" group). All home group members then work to become an "expert" in their aspect of the task in order to teach the other group members. Jigsaw activities push all students to take equal responsibility for the group's learning goals. Jigsaw activities can be done in both listening and reading formats.

In a jigsaw reading activity, each student becomes a member of an "expert" group, which reads a certain section of a text. Experts then return to their home groups to share information and thus build a complete picture of the entire text. Each expert must ensure that all members of the home group understand all the information. In a jigsaw listening activity, each expert listens to a different oral excerpt of information. The home group then compiles the components into an overall report, such as a description of the habitats of various Canadian animals, or a brief overview of various First Nation peoples across Canada.

Journal Writing. Journal writing is a technique that encourages students to produce copious amounts of writing while also giving them the opportunity to reflect on their experiences and learning. Journal entries can be personal and private responses to students' own experiences and thoughts, or they can be shared with a teacher or journal buddy, creating a flowing, written dialogue between two partners. Another type of journal response is the "in-role" journal, in which students maintain a journal in the voice of a character from a story or novel and convey the character's reactions and feelings as the story unfolds.

Prompts for student journal writing can be drawn from literature being studied, classroom topics and current issues, events in the lives of students, or questions or open-ended statements presented by the teacher. When responding to student journal entries, the teacher should focus on the content rather than any errors in the writing. A journal is not the place for correcting students' grammar mistakes. Teacher responses should provide good written English-language models, sensitive prompts for more writing, and overall encouragement for the journal-writing process.

English language learners at the beginning stages of acquiring English should be encouraged to maintain a journal in their first language. As English proficiency develops, students will feel more comfortable moving to a dual-language format and, finally, to keeping an English-only journal.

K-W-L. K-W-L, which stands for Know, Want to Know, Learned, is a strategy that helps students build background knowledge and plan for further learning and research. The K-W-L strategy gives teachers a picture of the class level of background knowledge on a particular topic so that gaps can be addressed. It also helps students prepare to learn about the topic or theme.

To complete a K-W-L chart, the teacher asks students what they think they already know about a topic and fills in the K column with their responses. Then the teacher prompts the students to state what they would like to know about the topic, and adds these details to the W (middle) column. At the end of the lesson or unit, the students review what they have learned. This summation will complete the L (final) column of the chart.

In order to activate students' background knowledge and stimulate their curiosity, teachers can supply pictures, maps, models, and objects related to the topic to be studied. When the teacher initiates the K-W-L chart, students will be eager to offer what they know and to delve further into the topic as their interest is provoked by the prompts the teacher has supplied.

Language-Experience Approach. In this instructional strategy, students collectively compose a written text based on an experience they have had. An excellent method for use with beginning readers, the language-experience approach allows students to see the connections between their actual experiences and the spoken and written language, while reading texts that are immediately meaningful to them.

Students first participate in an experience such as a school tour, art lesson, science experiment, or field trip. The teacher then engages the class in a discussion of the

experience and records the students' dictated words and sentences about the experience to create a short text or story on chart paper or an overhead transparency.

Teachers can utilize class-created language-experience stories for many purposes, including highlighting sound-symbol relationships, grammatical structures, word formations, and vocabulary study. The stories can be incorporated into class and school newsletters or compiled into individual student booklets for rereading and illustration.

Learning-Strategy Instruction. Learning strategies are techniques that facilitate the process of understanding, retaining, and applying knowledge. Making learning strategies explicit so that students can apply them successfully to both language and content learning is a powerful classroom technique. Through building a repertoire of learning strategies that they can use in reading, writing, and vocabulary development, English language learners take more responsibility for their own language learning and success in school. Examples of learning strategies include: using mnemonic devices to remember new words; using a highlighter to emphasize important information when reading; preparing cue cards to study for a test; and observing peers to learn more about Canadian culture and language.

To help students become aware of their own learning processes and increase their repertoire and use of learning strategies, the teacher can prepare a questionnaire or survey to gather information on how students complete an assignment on time, learn and retain new words, or organize and learn from their notes. Class discussion then generates a larger class list of strategies, to which the teacher may add additional techniques and tips. The teacher can then round out the experience by asking students to write a reflection on growth and changes that have occurred in their learning process as a result of the application of new learning strategies.

Literature Circles. Also known as literature study groups or book clubs, literature circles provide an opportunity for a group of readers to get together to talk about a book in depth. The literature circle allows students to engage in natural and motivating talk about books while sharing ideas in a small-group setting.

Teachers can structure a variety of activities for the literature circle: for example, a "parking lot" for thoughts and feelings about the book; questions to stimulate thinking about the text and guide discussion; and concluding activities such as book talks, dramatic presentations, or visual art that illustrates or interprets the text.

Literature circles offer an excellent forum for English language learners to become familiar with ways of talking about literature as they share their responses to books and connect characters and themes in books to their own lives.

Personal Dictionaries. This strategy allows individual English language learners to build vocabulary that is significant to them and relevant to their needs. Students can compile their personal dictionaries thematically or alphabetically, and can embellish them with aids such as bilingual translations, visuals, and even accompanying pronunciation tapes made with the aid of a first-language English speaker. A personal environmental print collection is another form of personal dictionary helpful to students at the beginning stages of English literacy development.

Students can be encouraged to extend the personal dictionary into a vocabulary journal in which they jot down associations with words, common accompanying adjectives, and contexts in which they have heard or read the words.

A personal dictionary task for more advanced learners might be to compile a personal thesaurus with lists of different and more specific words to express nuances of very general words: for example, move (crawl, jump, slither) or say (whisper, shout, mumble).

Role Play. Role play allows students to simulate a variety of situations, using different registers of language for different purposes and audiences. Through role plays, English language learners can practise English as it is used in situations outside the classroom, such as in job interviews, meetings, and formal gatherings. The role-play strategy also allows students to take different perspectives on a situation, helping them to develop sensitivity and understanding by putting themselves in the shoes of others.

Even students who are at the beginning stages of English language learning can participate in role-play activities – for example, by choosing a non-verbal role-play format, or by sticking closely to the script of a simple folk tale or story read in class. For students at more advanced levels of English proficiency, a "vocabulary role play", into which the student must creatively integrate certain vocabulary items, can create an enjoyable challenge.

An important phase in any role-play activity is the follow-up. Debriefing after a role play allows students to analyse the role-play experience and the language used, and to make suggestions for other language choices in future situations.

Sentence Frames. A sentence frame is an open-ended model of a particular sentence pattern into which students can insert various words to complete the sentence. Sentence frames help beginning English language learners to develop vocabulary as well as an awareness of English sentence structure. Teachers can introduce sentence frames to focus on various sentence structures such as questions: Where is the _? or repeated actions: Every day at 9:00, I _____; every day at 10:00 I _____ .

Students can compile their frame sentences into individual illustrated books; construct a class pattern book on a shared theme such as favourite school subjects or sports; or create class poems using sentence frames that can be read in rhythm (e.g., I like_____ , but I don't like _____).

Strategic Use of First Language. Strategic use of students' first languages in the classroom allows students the opportunity to build bridges between concepts they already know in their home language and the English words for those concepts.

There are many ways to integrate the strategic use of students' first languages into classroom activities. The following are some examples:
- A small group of speakers of the same language can brainstorm ideas and information on a new topic in their first language before the whole class brainstorms in English.
- Students can write a first draft of a composition in their first language before moving on to a draft version in English.
- Students can collect articles from multilingual media sources on a common topic before reading about the topic in English.
- Students can write bilingual stories, folk tales, and autobiographies and then record them on tape in English and the first language.
- Students can create multilingual websites with multilingual captions and articles.
- A class can develop school or community information and orientation materials in a variety of community languages.

Surveys and Interviews. English language learners can engage in meaningful oral communication with each other and with others outside the classroom through the completion of surveys and interviews. Students can collect information on many topics and issues: for example, how classmates spend their time during an average day; languages and countries of origin represented in the school; favourites from the world of music, movies, or television; health and wellness lifestyle choices; steps that classmates and friends are taking to decrease energy consumption; and cultural

studies such as current popular Canadian names for babies or new slang terms popular with peers.

Students need to prepare for, conduct, and follow up on surveys and interviews by formulating questions; using oral interaction to collect data; and organizing, displaying, and interpreting the results.

Interviews and surveys provide opportunities for authentic interaction with a wide variety of speakers, as well as occasions for students to investigate behaviours and opinions in order to increase their cultural knowledge of Canadian society.

Think-Aloud. In the think-aloud strategy, the teacher models out loud the strategies that good readers use when dealing with complicated texts, or demonstrates orally various strategies that writers use to think about and organize their writing. The think-aloud strategy gives students a chance to "get inside" the thought processes behind the use of reading and writing strategies.

For example, the teacher reads aloud a brief passage to the class and describes in detail his or her own thinking process when an unknown word is encountered, including using information from context clues and background knowledge that could help in comprehending the new word. Or, when teaching writing, the teacher models aloud the strategies used in writing an employment-search cover letter while composing the letter on a chart, overhead transparency, or data-projector display. During this process, the teacher verbalizes for students the step-by-step composition of the letter, while deliberately describing the strategies, vocabulary, and content chosen in the process of writing the letter.

Total Physical Response. Total Physical Response is based on recreating the process through which very young children acquire their first language. Young children learning their first language always listen and acquire language before they are ready to speak.

Toddlers often develop comprehension through carrying out actual physical actions, and are not pressured to speak before they are ready. In the Total Physical Response technique, the teacher models a series of actions while repeating commands or instructions for carrying out the actions. The students carry out the actions while the teacher speaks and models the actions. Gradually, the teacher withdraws modelling of the actions, and the students respond physically to the English commands or instructions, slowly internalizing the English words and structures. Language learning is thus facilitated through body movement in a fun and relaxed atmosphere.

There are many ways to implement the Total Physical Response strategy for beginning English language learners. Teachers can lead students through a series of actions such as the following:

- pointing to or rearranging a series of objects
- drawing lines, figures, or pictures
- sequencing a series of pictures
- carrying out a process such as completing a morning grooming routine, checking e-mail, opening a locker, or heating liquid in a Bunsen burner in chemistry class

Total Physical Response sequences can form the basis for language-experience story writing. Another extension is in storytelling, in which students first listen to a story read and acted out by the teacher, after which groups act out the story on their own as the teacher retells it to the class.

Whole-Class Response. This strategy allows the teacher to involve all students in the class in giving responses to review questions. It supplies information to the teacher about which students are having difficulty while allowing all English language learners to participate in a low-stress, linguistically adapted activity that is fun for everyone.

Before beginning a question or review session, students create response cards with content-specific words, symbols, or pictures from the lesson. Information on the cards could consist of English vocabulary items, geographical names or features, scientific or mathematical terms, or even the words yes and no. Then, in response to the teacher's questions or prompts, students hold up the appropriate card or combination of cards. A similar whole-class response activity can be done using individual dry-erase boards or magnetic letter boards.

Word Walls. Word walls are lists of words displayed in the classroom for vocabulary development and word study. They can be arranged alphabetically or thematically, and are often accompanied by drawings, photographs, and other visuals and/or by word equivalents in other languages. A prominent word wall on a classroom unit of study provides constant reference to and reinforcement of the vocabulary needed to understand the unit.

Teachers can use the word wall as a springboard for word sorting and categorization, spelling activities, and the study of prefixes, suffixes, and word families.

Anti-discrimination Education in Programs for English Language Learners

The implementation of anti-discrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps them strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Anti-discrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

The ESL and ELD program provides many opportunities to support the principles relating to antidiscrimination education. The ESL and ELD program should enable students to recognize the contributions of various cultures to Canada including the unique role of Aboriginal people in the historical and cultural development of the country. The wealth of linguistic and cultural diversity in ESL and ELD classrooms allows students to share information with each other about their own languages and cultures and about their experiences of their native countries and as newcomers to Canada. This will help students to develop a sense of personal identity and belonging. Teachers should seek to provide inclusive learning resources and materials representing diverse cultures, backgrounds, and experiences in order to reinforce students' self-identity. Both students and teachers should explore aspects of intercultural communication – for example, how different cultures interpret the use of eye contact and body language in conversation and during presentations. Teachers should be aware of global events that may affect students and that can also be used as opportunities for instruction.

Resources should be chosen not only to reflect the diversity of the student population but also on the basis of their appeal for both girls and boys in the classroom. Recent international research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (available on the Ministry of Education website) provides a number of useful literacy strategies that focus on engaging boys in reading and writing and that can enhance the learning environment for both girls and boys.

In the ESL and ELD program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. They also learn to use inclusive and non-discriminatory language in both oral and written work.

Active, responsible citizenship involves asking questions and challenging the status quo. The ESL and ELD program leads students to look at issues of power and justice in society, and empowers them by enabling them to express themselves and to speak out about issues that strongly affect them.

Literacy, Mathematical Literacy, and Inquiry/Research Skills

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subject areas of the curriculum and in all areas of their lives.

The Ministry of Education has produced or supported the production of a variety of literacy resource documents that teachers may find helpful as they plan programs based on expectations outlined in this curriculum document. These resource documents include the following:

- *Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005*
- *Think Literacy: Teacher Librarians, Grades 7–9*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: English as a Second Language/English Literacy Development, Part I, 2004*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: English as a Second Language/English Literacy Development, Part II, 2005*

The ESL and ELD curriculum reinforces and enhances certain aspects of the mathematics curriculum. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the ESL and ELD curriculum emphasizes students' ability to understand, interpret, and use graphic texts. Teachers may find the following resources useful in this context:
- *Leading Math Success: Mathematical Literacy, Grades 7–12: The Report of the Expert Panel on Student Success in Ontario*

- *TIPS for English Language Learners in Mathematics, Grades 7, 8, 9 Applied, 10 Applied*

All of the resources cited are available on the Ministry of Education website, at www.edu.gov.on.ca.

Inquiry is at the heart of learning in all subject areas. In ESL and ELD courses, students will develop their ability to pose questions and to explore a variety of possible answers to those questions. Students will develop research skills in order to locate, extract, and organize information for learning projects and goals. They will learn how to locate relevant information in a variety of print and electronic sources, including books and articles, manuals, newspapers, websites, databases, tables, diagrams, and charts. As they advance through the course levels, students will be expected to use these sources with increasing sophistication, including acquiring the ability to reword information to avoid plagiarism. They will also be expected to cite and evaluate critically the sources they use in their research.

The Role of the Library in ESL and ELD Programs

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively. The school library program enables students to:
- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning;
- obtain access to materials in their first language that will help clarify concepts and support their learning while they are developing proficiency in English.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- locate, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

The Role of Technology in ESL and ELD Programs

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. Computer programs can help students collect, organize, and sort the data they gather, and write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Career Education

English language learners require special attention in the area of career education. These students need guidance in exploring the full range of educational and career opportunities available to them in their new country and/or educational setting. In addition to offering classroom activities that build on the strengths, abilities, and

language that students bring with them, teachers should adapt career education materials as needed and provide students with career-related opportunities such as career research, job shadowing, and field trips.

The Ontario Skills Passport and Essential Skills

Teachers planning programs in ESL and ELD need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual, Web-based resource that enhances the relevance of classroom learning for students and strengthens school−work connections. The OSP provides clear descriptions of "Essential Skills", such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving, and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative-education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. The Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit: http://skills.edu.gov.on.ca.

Health and Safety in ESL and ELD

Students who are recent arrivals from other countries may need special health and safety information while they are learning the language of instruction. The ESL and ELD program should include health and safety topics, especially in Level 1 and 2 courses. For example, students should learn to read warning signs and notices and respond appropriately to them, and should be made familiar with emergency procedures at school and in the community. Some newcomer students who are adjusting to new foods and ways of buying, storing, and preparing food need information about nutrition and food shopping (e.g., expiry dates, nutritional labeling). Other topics that should be covered include appropriate names for parts of

the body and biological processes, and health-care services. It is important to value cultural differences in these areas while ensuring that students receive key information related to their health and well-being.

Beginning learners of English in courses in technological education, social science and humanities, health and physical education, the arts, and science will need special instruction regarding safety procedures. A peer who speaks a student's first language or a shared common language may be partnered with the newcomer to provide assistance when necessary. Signs and notices in students' own languages and/or visual illustrations of safety procedures will also be helpful.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many. ESL and ELD programs should include topics related to the adjustment process that students experience during their first few years in a new country. As well, teachers need to be especially sensitive to the special needs of students who have experienced the effects of war, the death of family members, family separation, and traumatic flight from situations of extreme danger.

Health and safety issues may come to the fore when learning involves field trips. Out-of-school field trips provide an exciting and authentic dimension to English language learners' school experiences. They also take the teacher and student out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan activities and expeditions carefully to protect students' health and safety.

Resources

1. American English File 3, Christina Latham-Koenig, Clive Oxenden, Oxford Publishing
2. Asian & International or Canadian short stories, poems, & songs…
3. Computer/Internet
4. Canadian Good Guide
5. Canadian Geographic Magazine / Canadian news websites
6. Audio-visual Aids

Achievement Chart: English as a Second Language and English Literacy Development, Grades 9 to 12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary, grammatical structures, punctuation, terminology, forms of text and media)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., information and ideas, themes in novels and short stories, literary devices, language variety)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., focusing an inquiry, gathering information, organizing a project)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

Use of processing skills (e.g., selecting, analysing, generating, integrating, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information in oral and visual forms (e.g., presentations, dialogues, discussions, role playing, debates, graphic texts, media works)and written forms (e.g., journals, notes, narratives,	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

reports, résumés, stories, poems)				
Communication for different audiences and purposes in oral, visual, and written forms (e.g., use of English in socially and culturally appropriate ways)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammatical structures, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., language knowledge, language-learning strategies, reading	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness

strategies, vocabulary-building strategies) in familiar contexts				
Transfer of knowledge and skills (e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

personal and career goals, and understanding cultural references in literature)				