

BAA [Strategies for Academic Success for ESL Learners-10] Framework

District Name: Abbotsford

District Number: 034

Developed by: Langley School District

Course Code: YESAS10 (Ministry approval number)

Date Developed: April 30,2004

School Name: to be utilized at all secondary schools

Principal's Name:

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Strategies for Academic Success for ESL Learners

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 90-120

Prerequisite(s): This course is designed for the student who:

- Shows an imbalance between oral and written skills
- Still requires adaptations to be successful in academic courses
- Understands and uses common vocabulary but is unfamiliar with academic vocabulary
- Still lacks confidence in social language skills to participate effectively in groups
- Lacks strategies to be an independent learner in content based courses

Special Training, Facilities or Equipment Required:

District Requirements:

- A Bachelor of Education degree or equivalent training
- Training in ESL
- Experience in teaching at a secondary level

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Course Synopsis:

This course is designed to familiarize and extend a student's abilities to use various strategies independently in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies, Science, and/or Mathematics. Emphasis will be on the comprehension of important concepts linking new information to prior knowledge and the application of strategies and skills learned. In addition, students will become familiar with a variety of learning skills and Canadian assessment techniques.

Rationale:

All students, regardless of their language and cultural background, must have the opportunity to develop their potential to the fullest. The conventions, rules and skills of academic language are not automatically 'acquired'. Students will not absorb academic language through mere exposure; it must be explicitly taught. Students acquire academic language and content by:

- Being explicitly taught cognitively-appropriate content topics from mainstream curriculum
- Developing language skills needed for learning in specific content areas
- Direct instruction and practice utilizing learning strategies

The goal is for students who are acquiring English to not only learn essential content and language, but also to become independent and self-directed learners through their increasing command over a variety of strategies for learning.

Organizational Structure:

Learning Strategy 1

Social: Strategies through which the learner enlists the support of others.

Descriptor

Cooperative Learning

Learning Outcomes:

It is expected that students will:

Work collaboratively to solve a problem, pool ideas, check an idea or learner task/s or get feedback using skills such as:

- Self-talk
- Interpersonal skills including listening, Responding and acknowledging
- Sharing information
- Questioning techniques
- Practicing English with social interaction
- Seeking clarification of the teacher and/or peers

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Learning Strategy 2

Descriptor

Metacognitive: Strategies related to planning, monitoring, and evaluating one's own learning.

Advanced Organization

Learning Outcomes:

It is expected that students will:

Demonstrate an ability to interact, interpret text, and apply knowledge in order to complete an academic task using such skills as:

- Previewing/skimmming for main idea
- Identifying and using text features including headings, pictures, diagrams etc. in order to formulate and predict ideas about the content

Organizational Planning

It is expected that students will:

Identify and sequence main ideas or language functions orally and/or in writing using such skills as:

- Discussion and notetaking
- Question and answer techniques
- Building on clues
- Using agendas and study guides
- Planning through brainstorming

Selective Attention

It is expected that students will:

Identify specific aspects of text and use skills such as:

- Scanning for key words, concepts and linguistic markers
- Underlining or highlighting key vocabulary and/or ideas
- Make use of marginal notes

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Learning Strategy 2 (cont'd)

Descriptors

Self Monitoring and Evaluation

It is expected that students will:

Reflect on own success in any given learning

Activity by:

- Using reflective journals/learning logs
- Comparing results against selected criteria
- Using feedback (peer and teacher) to improve future assignments
- Checking one's understanding of material while Learning is transpiring

Evaluation

It is expected that students will:

Become familiar with and be able to demonstrate

Competency utilizing a variety of assessment tools

And techniques such as:

- Learning logs
- Self and peer evaluation
- Check list
- Reflective journals
- Tests (multiple choice, true false, written)
- Oral presentations
- Criteria referencing
- Rubrics
- Portfolios

Learning Strategy 3

Descriptors

Cognitive Strategies

Strategies which can be directly applied to the tasks of understanding and learning

Resourcing

Learning Outcomes

It is expected that students will:

Use English reference materials such as dictionaries, Thesauruses, encyclopedias, textbooks and the Internet using such skills as:

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Learning Strategy 3 (cont'd)

Descriptors

- Selecting appropriate resources relating to Specific content area and reading level
- Drawing information from text to complete A graphic organizer for oral or written responses

Grouping

It is expected that students will:

Classify words, terminology, and concepts according to their attributes to increase understanding of content material using skills such as:

- Sort and predict
- Grouping according to characteristics
- Compare and contrast
- Identifying language features according to genre

Notetaking

It is expected that students will:

Write down key words and concepts in abbreviated verbal, graphic or numerical forms during teacher instruction, presentations or a listening or reading activity using:

- T-lists
- Graphic organizers
- Clusters
- What's important/why
- Reading 44 strategies

Elaboration

It is expected that students will:

Make meaningful connections to new information As related to prior knowledge and personnel experiences

Using such skills as:

- Brainstorming
- I know/wonder
- Analogies etc.
- Group discussion
- Think/pair/share
- Writing in first language

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Learning Strategy 3 (cont'd)

Descriptors

Summarizing

It is expected that students will:

Summarize information presented in listening and reading activities using skills such as:

- Outlines
- Marginal note-taking
- Recognition of main ideas and important details
- Paraphrasing
- Making connections to personal experiences

Deduction/Induction

It is expected that students will:

Apply rules of English grammar to understand and Produce accurate English by using:

- Grammar rules, standardized spelling, Punctuation and correct sentence structures (deduction)
- Self-formulated rules on the basis of available Linguistic evidence (induction)
(see also attached grammar course outlines)

Inference

It is expected that students will:

Use content clues to predict meanings, outcomes

Or complete missing details using techniques such as:

- Guessing what will come next in a story or Reading passage
- Predicting answers to questions
- Reading between the lines
- Guiding from clues
- Completing cloze exercises
- Using context clues

Imagery

It is expected that students will:

Comprehend text through the technique of visualization

To acquire new understandings using:

- Storyboarding cartooning
- Listen, sketch and draft
- Venn diagrams etc.

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Learning Strategy 3 (cont'd)

Descriptors

Auditory Representation

It is expected that students will:

Listen and understand spoken language using such

Techniques as:

- Identifying main ideas in taped material
- Understanding detailed information in classroom Setting
- Listening attentively to peer presentations
- Engaging in content specific discussion
- Reflective listening

Instructional Component:

In order for English language learners to make continuing, successful progress, students must be guaranteed a stimulating, safe environment where risk taking is nurtured and errors are viewed as natural and a formative part of language development.

This course is taught in a communicative, contextualized manner. The focus of instruction is on the use of language to complete authentic communication tasks so as to encourage maximum transfer while responding to the learning styles of different students. Emphasis is placed on listening, speaking, reading and writing. Grammar is one supportive tool and strategy to further comprehension and communication.

The teacher may use, but is not limited to:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modeling
- Practical creativity
- Brainstorming
- Group work
- Audiovisual resources
- See following Guidelines for Teaching Learning Strategies

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Assessment Component:

Student evaluation is based on the student meeting the learning outcomes. The teacher monitors and regularly conferences with students to assist them in setting realistic goals for their own performance in this E.S.L. course and in the regular classes into which they might be integrated. Student self-evaluation is encouraged through the use of learning logs, personal goal setting, periodic self-reflection and portfolios.

Assessment is done on an on-going basis and includes teacher and student assessment of:

- The student's communicative competence in the areas of reading, writing, speaking and listening
- The student's adaptation to those aspects of Canadian methodology and curriculum that differ from those of the student's previous experiences
- The student's understanding and appreciation of, and respect for, cultural differences and similarities of the school community

Assessment methods could include:

- Teacher observation
- Student reports
- Student conferences
- Checklists
- Rubrics
- Matrices
- Teacher logs

Performance methods could include:

- Daily work and assignments
- Exams, tests, quizzes, informal measures
- Demonstrated use of skills and strategies
- Listening activities
- Oral presentations
- Projects, group work
- Agenda, binder and homework checks
- Participation
- Portfolios

Type of Assessment:

Formative (30%)

Assessment for learning and practical application of skills and strategies
Achieved through teacher observation, daily work and oral participation

Summative (70%)

Assessment of learning

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Achieved through written assignments, presentations, demonstrations, tests, quizzes and portfolios.

Learning Resources:

A Beginning Look at Canada	Longman Pearson
My Country, Our History	Pippin
Geography Based Language Studies	Reidmore
Canada's Confederation	Scholastic
Upper and Lower Canada	Scholastic
The Development of Western Canada	Scholastic
New France Part I/II	Scholastic
Our Canadian Government	Scholastic
Fathers of Confederation	Scholastic
Understanding our World Through Geography	Scholastic
Building Bridges Series 1-3	Heinle & Heinle
Web of Words	Cambridge
Advanced Academic Writing	Longman
Reading and Writing Skills for ESL	ITP Nelson
Reading 44	District of North Vancouver
Shakespeare Made Easy	Stanley Thomas
The Poet's Craft	Harcourt & Brace
English Yes Series	Jamestown
Oh What a Life!	Longman Pearson
Paragraph Patterns	Harcourt & Brace
English Alpha	Houghton & Mifflin
Adapted Novel Studies for Writing Output	Davies & Johnson
Canadian Concepts	
I am Not in My Homeland Anymore	Vancouver School Board
Penguin Readers Easy to Advanced	Longman Pearson
Bilingual Dictionaries	Longman Pearson
Coordinated Science Series	Oxford
Focus on Science	Steck-Vaughn
English for Science	Prentice Hall & Regents
Life Language and Literature	Prentice Hall & Regents
Listen to the Loon	Oxford
Grammar in Use	Cambridge
Learning English	Pippin
Knowledge Framework	Ministry of Education

Other Resources will be added as needed,

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Additional Information:

Academic Language and Content – What needs to be taught for ESL students to be successful?

Social Studies:

1. Topics removed from personal experience:
 - History of Canada
 - Organization of government, politics and Canadian government systems
 - Elements that contribute to regional, cultural and ethnic diversity in Canadian society
 - Political, economic and environmental issues in Canada
2. Specialized vocabulary such as federalism, democracy, representation, and multiple meanings of words and idiomatic expressions.
3. Language to express chronological events (history) and clusters of related facts (geography).

Science:

1. Scientific process (fact to inference to hypotheses and conclusions)
2. Grammar is complex – passive voice, long noun phrases, if...then constructions, causality
3. Listening, understanding, and performing complex procedures.

Mathematics:

1. Mechanics of performing operations that differ between countries.
2. Word problems.
3. Specialized language (not enough cues to understand what the words mean).
4. Word usage may signal the opposite operation.

English:

1. Endless themes, characters, issues and expectations in literature that will differ from those that the ESL students are familiar with in their first language. Information may lie outside the realm of cultural background thus story elements scan be problematic.
2. Western cultures tend to emphasize active pursuit of a tangible goal and rewards result from personal desire or goals. In Eastern cultures the protagonist chance or fate determines the experiences. Reward results from the protagonist's kindness and goodness.
3. Conflict between cultural values and expectations in literature.

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Academic Language and Content – What needs to be taught for ESL students to be successful? (cont'd)

4. Story themes and premises (i.e. jokes) don't translate and story endings may be inexplicable and unsatisfying to ESL students even though they can read the sentences.
5. The elements of drama, poetry, prose, fiction and non-fiction
6. Specialized vocabulary, word and phrase origins, classical biblical and literary allusions. Literacy forms, terms and genres.
7. Words with multiple meanings, idiomatic expressions, prepositions (vs. postpositions) and articles.
8. Identifying the specific language features of a specific genre, e.g. report, narrative, argument etc. and explicitly teach the components.
9. Identify purpose and audience when building writing skills.

Graduation Portfolio:

1. Assist students to understand the significance of the Graduation portfolio as a means of assessment.
2. Students will need to understand the specialized language related to the Graduation portfolio.
3. Students will need to understand the three components of the portfolio – specialized language, significance of each area and assistance in developing a process to complete.
4. Students will need to realize the significance of community learning and volunteer experiences (cultural differences).
5. Assist students in finding ways to gather and develop evidence for their portfolio.

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Guidelines for Teaching Learning Strategies:

Preparation:

Develop students' metacognitive awareness and self-knowledge through activities such as:

- Discussions about strategies students already use for specific tasks;
- Small group interviews in which students describe and share their special techniques for completing a task successfully;
- Learning strategy questionnaires in which students indicate the frequency with which they use particular strategies for particular tasks; and
- Individual think-aloud interviews in which the student works on a task and describes his/her thoughts;
- Providing opportunities for students to think and write in first language.

Presentation:

Teach the strategy explicitly by:

- Modeling how you use the strategy with a specific academic task by thinking aloud as you work through a task (e.g. reading a text or writing a paragraph);
- Giving the strategy a name and referring to it consistently by that name;
- Explaining to students and showing how the strategy will help them learn the material; and
- Describing when, how and for what kinds of tasks they can use the strategy.

Practice:

Provide many opportunities for strategy practice through activities such as:

- Cooperative learning
- Reciprocal teaching
- Hands on science experiments
- Mathematical word problems
- Research projects
- Developing oral and written reports
- Analyzing literature
- Process writing
- Peer evaluation and feedback

Evaluation:

Develop student's metacognitive awareness of which strategies work for them – and why – through self-evaluation activities such as:

- Debriefing discussions after using strategies;
- Learning logs or journals in which students describe and evaluate their strategy use;
- Comparing their own performance on a task completed without using learning strategies and a similar task in which they applied strategies;
- Checklists of their degree of confidence in using specific strategies;

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Guidelines for Teaching Learning Strategies (cont'd):

- Self-efficacy questionnaires about their degree of confidence in completing specific academic tasks;
- Self-reports telling when they use or do not use a strategy, and why.

Expansion:

Provide for transfer of strategies to new tasks through activities such as:

- Scaffolding in which reminders to use a strategy are gradually diminished;
- Praise for independent use of a strategy;
- Self-report in which students bring tasks to class on which they have successfully transferred a strategy;
- Thinking skills discussions in which students brainstorm possible uses for strategies they are learning;
- Follow-up activities in which students apply the strategies to new tasks and contexts;
- Analysis and discussion of strategies individual students find effective for particular tasks;