

# ESL 3206

*Curriculum Guide 2013*



Education and Early Childhood Development



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# Section 1: Introduction

## Rationale

The challenge of our educational reform is to prepare all students for life in the 21st century. This includes those learners whose first language is not English. These English as a Second Language (ESL) students bring with them an array of cultures, languages and experiences which enrich our society as well as our schools. While their linguistic and cultural backgrounds vary greatly, all ESL students share the challenge of adjusting to a new culture and continuing their education in a foreign setting. To realize their educational, personal, social and long-term career goals, ESL students need to be able to communicate with others skillfully, appropriately and effectively in English. This is not achieved through mere exposure or immersion. It is achieved through an ESL program designed specifically to address their needs (Larsen-Freeman 2000; Larsen-Freeman & Long 1991).

ESL learners are often incorrectly assumed to have sufficient English to cope with the regular program because they have acquired a superficial oral fluency. Cummins (1979) distinguished between two distinct kinds of language proficiency: *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive/Academic Language Proficiency* (CALP). It was found that the majority of ESL students achieve BICS within two years of residence but that they achieve CALP only after five to seven years of adequate second-language instruction (Collier 1992; Cummins 1979; Wong 1983). It has been further shown that ESL students who participate in consistent and thoroughly designed ESL programs remain in school longer and attain significantly higher rates of academic achievement than students without such advantages (August & Hakuta 1997). Thus ESL success depends on quality ESL programming, sequencing and distribution of course work as well as teacher expertise, strategic timetabling and collaborative working relationships among ESL teachers and their colleagues in the English department (Roessingh, Kover and Watt 2005).

The majority of ESL students have had little exposure to English literature and some have had limited experience with literature in their own language. Literature in an ESL class using a modified approach will ease the transition into the regular Language Arts program.

Literary texts often touch on themes to which learners can bring a personal response from their own experience. Thus literature can be a powerful motivator for the oral or written activities essential to second language development.

Literary texts, by their very essence, are open to multiple interpretations. This ready-made opinion gap between individual interpretations can be bridged by genuine interaction. Thus ESL students are given the opportunity to interact and communicate with each other and strengthen all language skills.

In terms of language, literary texts offer genuine samples of a very wide range of styles, registers and text-types at many levels of difficulty. This varied exposure is essential to ESL students' reading and writing development.

Literature helps to familiarize the ESL student with the values and experiences of the new culture. Through literature, ESL students can recognize the universality of human experience. They will find that many of the attitudes, beliefs and problems they meet through literature are similar to their own.

## Course Content

This course, ESL Literature 3206, for high-intermediate and low-advanced-level learners will:

- introduce students to the study of English literature;
- assist students in developing greater proficiency in the communicative language skills of listening, speaking, reading and writing, with a focus on reading and writing.

Upon successful completion of this course, students will be able to:

- read critically;
- read for a variety of purposes;
- read literary selections with comprehension;
- read for pleasure;
- read for content and language development;
- write for a variety of purposes and audiences;
- respond to literature in writing with an appropriate degree of fluency and accuracy;
- listen for specific and global information in literary selections;
- listen to a variety of speakers;
- respond to literature in speaking with an appropriate degree of accuracy and fluency;
- participate in whole class and group discussions;
- use appropriate technologies and learning resources to access information.

Course content and corresponding materials have been chosen to reflect the special needs of the students.

The content reflects:

- the students' level of proficiency in reading and writing English;
- the students' need for exposure to a variety of literary genres;
- the multicultural backgrounds and interests of the students.

The course content spans most literary genres including short stories, poetry, novels, drama and essays. These need not be studied in isolation but may be integrated in thematic units. Suggested themes are friendship, racism, independence of youth, space and worlds beyond, and war and peace.

# The 3206 Learner

## Speaking and Listening

Upon entering the course, the 3206 learner will normally have received at least one year of intensive instruction in English as a second language, either in Canada or in the country of origin. He or she will have mastered the basic and some intermediate rules of English grammar, and at the outset of the course will use basic and some intermediate vocabulary with ease.

In terms of speaking, at the outset of the course, the 3206 student should be able to express his/her basic needs and opinions with ease in informal situations. Everyday conversation should provide no challenge; however, the student may have difficulty expressing him/herself in classroom settings and formal contexts, especially in extended discourse. His/her pronunciation should be comprehensible to native speakers. The student should be able to comprehend everyday oral language with ease, but may experience difficulty in extended, formal or academic contexts (e.g. lectures, documentaries).

## Reading and Writing

Upon entering the course, the 3206 student will be able to read authentic texts, but will have difficulty fully comprehending extended academic or formal language (e.g. textbooks, fiction). The student will be able to express him/herself in writing using basic to intermediate-level vocabulary, but there will be errors in organization and text structure. He or she will normally not be able to use complex and compound sentences consistently, and his/her writing will show evidence of errors in word choice and use, as well as unfamiliarity with high-intermediate and advanced vocabulary.



## Section 2: Curriculum Outcomes

### Essential Graduation Learnings

The Essential Graduation Learnings (EGLs) describe student learning in terms of knowledge, skills and attitudes developed through the curriculum and considered essential for all students graduating from school. They are cross-curricular and curriculum in all subject areas is designed to enable students to achieve these Learnings. The statements offer students clear goals and a rationale for schoolwork. They also serve as a framework for the curriculum development process. There are seven categories that comprise the EGLs as follows:

#### Aesthetic Expression

- Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

#### Citizenship

- Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

#### Communication

- Graduates will be able to use the listening, viewing, speaking, reading and written modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.

#### Personal Development

- Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

#### Problem Solving

- Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.

#### Technological Competence

- Graduates will be able to use a wide variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

#### Spiritual and Moral Development

- Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

The Essential Graduation Learnings are supported by curriculum outcomes. All subject areas should contribute to the Essential Graduation Learnings and be consistent with them.

## **General Curriculum Outcomes**

The general curriculum outcomes for ESL 3206 are based on the framework provided by the Foundation for the Atlantic Canada English Language Arts Curriculum:

### **Speaking and Listening**

Students will be expected to:

- speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences;
- communicate information and ideas effectively and clearly, and respond personally and critically;
- interact with sensitivity and respect, considering the situation, audience and purpose.

### **Reading and Viewing**

Students will be expected to:

- select, read and view with understanding a range of literature, information, media and visual arts;
- interpret, select and combine information using a variety of strategies, resources and technologies;
- respond personally to a range of texts;
- respond critically to a range of texts, applying their understanding of language, form and genre.

### **Writing and Other Ways of Representing**

Students will be expected to:

- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination;
- create texts collaboratively and independently, using a variety of forms for a range of audiences;
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

## Specific Curriculum Outcomes

The specific curriculum outcomes for ESL Literature 3206 are statements that identify what students are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for students to achieve these outcomes. The specific curriculum outcomes encompass all language skills and are outlined in the following pages in a two-page, four-column format.

The General Curriculum Outcome (GCO) is listed at the top of each two-page spread. Column one lists the Specific Curriculum Outcomes (SCO) which support the GCO. The second column contains information for the teacher on the types of teaching approaches and learning activities appropriate for the SCO. Some suggestions for assessment strategies are listed in column three. They are followed by performance criteria outlining minimum standards in attaining the SCO. The final column is for additional notes including ancillary resources supporting the SCO.

**GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**

**Outcomes**

*ESL 3206*

- 1.1 use understanding of general and specific meaning to analyze literary texts

**Suggestions for Teaching and Learning**

*1.1 Teaching Considerations*

- Teach and review vocabulary and grammar (intermediate and advanced) used in literary texts.
- Provide ample opportunities for multiple listenings of literary texts. Ideally, give students control over their own listening, permitting them to select sections to replay and number of repetitions.
- Prepare questions or tasks focusing on main ideas and specific details.
- Provide opportunities to discuss alternate interpretations and analyses of texts.
- Introduce and have students practise identifying literary elements used in analysis of texts (e.g. plot, character, setting, theme, figurative language, irony. For a complete list, refer to pp. 292-294 of *Style and Substance*.
- Teach and have students practise skills required for analysis (e.g. comparison and contrast, synthesis, application).
- Provide background knowledge relating to the context of a work as required for text analysis (e.g. author’s biography, contemporary society, contemporary literature).
- Model and provide guided practice in analyzing literary texts.
- Select literary texts appropriate to students’ level of language and provide assistance in interpreting texts as necessary.
- Select texts which provide clear examples of literary elements being taught or analysed.
- Teach and have students practise using strategies to improve listening comprehension (e.g. prediction, repetition, peer discussion/comparison, deducing meaning from context).

*1.1 Learning Activities and Experiences*

- Have students listen to short plays, poems, short stories, essays and songs and answer questions of comprehension and analysis.
- Have students listen and take notes on general and specific meaning of texts and then use notes to compare interpretation with that of a partner.
- Have students write a thematic statement for an oral text.
- Have students listen and answer multiple-choice questions on the meaning of specific lines of the text.
- Have students listen and identify examples of literary elements used in the text (e.g. irony, figurative language, imagery, foreshadowing, flashback).

**GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**

**Suggestions for Assessment**

1.1 *Task*

Assign students to groups. Assign each student in the group a particular literary element, such as foreshadowing, irony, personification, first person point of view, flashback, figures of speech, alliteration relevant to the chosen genre. Then, play an audio recording of a poem, short story or radio play for the class. Repeat several times as necessary. As students listen, they must identify whether the assigned literary element occurs in the text. They then must define the element for their group and give an example of it from the text, if applicable.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- identify almost all main literary elements;
  - recognize the presence or absence of a literary element in the text;
  - define the element and discuss its application in the text.

**Notes/Vignettes**

It is important to clearly model and provide sample outlines and responses so that the expectations for assignments are clear. ESL students may have limited experience answering questions dealing with literary analysis, thus the need for clear guidelines.

**GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**

**Outcomes**

*ESL 3206*

1.2 effectively present interpretations of, analyses of, and responses to literary texts

**Suggestions for Teaching and Learning**

*1.2 Teaching Considerations*

- Provide opportunities for students to discuss and prepare a presentation of a text interpretation, analysis or response.
- Teach skills required for informal presentation of ideas, including logically organizing ideas, correctly using discourse markers and establishing unity and coherence.
- Review intermediate and advanced grammar as necessary.
- Teach high intermediate to advanced vocabulary.
- Provide opportunities for practice of presentations.
- Provide opportunities for pair, small-group and whole-class discussion.
- Teach standard pronunciation as necessary and correct errors in pronunciation that affect comprehensibility.

*1.2 Learning Activities and Experiences*

- Have students listen to a text which is ambiguous or for which the final outcome is not explicitly stated. Students must determine what is the most likely outcome and defend their choice in a group.
- Have students listen to several texts on the same theme, including texts of different genres e.g. poem, short story, film. Students must compare and contrast the treatment of theme in the works and present their opinions in group discussion.
- Divide the class into groups of three or four. Assign each group a different text. Students must listen to the text and prepare a list of questions for their text focusing on meaning and analysis. Then re-group the students such that one person from each of the original groups is placed together. In the re-formed groups, the students must listen to all the texts and discuss the student-prepared questions about each.

**GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.**

**Suggestions for Assessment**

**Notes/Vignettes**

1.2 *Task*

Play a recording of a literary text (e.g. short story, poem, essay) for the class. Have students prepare a personal response to the text, applying the text to their personal experience or the stories of their home country. In pairs or small groups, have students tape record their personal responses. Evaluate the recordings according to content, comprehensibility, and clarity.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- prepare a logical response to the text;
- give at least one example from his/her own life or first language literature which relates to the text;
- present ideas in an organized manner;
- use transition words and other sequence markers correctly;
- use correct intermediate-level vocabulary and grammar;
- use comprehensible pronunciation;
- speak for 1 - 2 minutes about the text.

**GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

**Outcomes**

*ESL 3206*

2.1 formulate responses based on evaluation of content of texts

**Suggestions for Teaching and Learning**

*Teaching Considerations*

- Provide opportunities for students to prepare, plan and organize responses and to revise them as necessary based on teacher and peer feedback.
- Verify student comprehension of texts using a variety of methods (e.g. teacher-centred questioning, multiple-choice questions, student summaries) before having students undertake evaluation tasks. Assist with comprehension as necessary.
- Teach and have students practise skills required for evaluation of texts (e.g. ranking, comparison/contrast, synthesis, summary, inference, application).
- Have students rehearse presenting their responses to peers.
- Model and provide opportunities for practice in the use of text content as a basis of support for opinions and responses. Have students practise providing support for their responses independently.

*Learning Activities and Experiences*

- In pairs, have students adopt the role of one character in a text and prepare a dialogue with another character giving advice, asking questions, predicting the future, making accusations or some other relevant communicative task. Have students rehearse their dialogue in pairs and present it for the class.
- Have students record a one-two minute monologue in which they answer a question of application (e.g. arguing for or against a particular course of action for a character, finding parallels in the real world for a fictional situation, adopting the role of a character and delivering a speech in that role). Students can take turns listening to others' responses and then use the cumulative ideas for some other task (e.g. a written response to one of the questions).
- Have students work in pairs. Give each student in the pair a different question of application or evaluation. Student A must prepare an outline response to the question; in other words, student A will list three main ideas answering the question. Student A then reads the outline to student B who must identify examples from the text supporting those main ideas. The students then switch roles and repeat the activity for the second question.



**GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

**Suggestions for Assessment**

**Notes/Vignettes**

2.1 *Task*

Generate a list of themes presented in texts studied in class. Have each student select one of the themes studied and identify another literary text (e.g. film, song, folk tale in English or the student’s first language) which treats the same theme. Students must compare and contrast the treatment of theme in both works in an oral presentation to the whole class. Evaluate according to preparation, insight and quality of the presentation.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- identify an appropriate work for comparison/contrast;
  - clearly summarize the content of the chosen work;
  - clearly explain similarities and differences between the works;
  - clearly explain the theme;
  - speak for 2 to 5 minutes;
  - use correct intermediate to advanced grammar and vocabulary;
  - use comprehensible pronunciation.

**GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

**Outcomes**

*ESL 3206*

2.2 use appropriate language to express information, ideas and opinions

**Suggestions for Teaching and Learning**

*2.2 Teaching Considerations*

- Teach vocabulary used in academic and formal texts, for both passive and active uses.
- Teach and review intermediate and advanced grammar used in academic and formal texts.
- Teach language used to signal opinions or uncertainty (e.g. “I believe”, “in my opinion”, modals (“might”, “may”, “could”))
- Teach and have students practise strategies for learning/ understanding vocabulary (e.g. deducing meaning from context; memorizing new words; using reference materials; recognizing roots, stems and affixes).
- Teach and have students practise using dictionaries, text glossaries, text notes, footnotes and thesauruses effectively.
- Teach standard pronunciation as necessary and correct errors in pronunciation that affect comprehensibility. High-low pairs work well for self and peer correction.

*2.2 Learning Activities and Experiences*

- Have students identify five new words from a literary text and teach the words to a small group of peers by giving the definition of the word, the part of speech and sample sentences. The cumulative list identified by the whole class can then be used for later evaluation.
- Using students’ recorded monologues answering a literary question, have students listen to a partner’s response and identify five errors in vocabulary, grammar or pronunciation. Then have the partners switch and do the same to their own recording. Have partners compare the errors they found in both recordings and re-record their responses correcting the errors identified. Assist in identifying and correcting errors as necessary.

**GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

**Suggestions for Assessment**

**Notes/Vignettes**

*2.2 Task*

Have students prepare a monologue tape recording in response to a prompt (e.g. a question of comprehension, analysis, application, or interpretation). Evaluate the presentation specifically for grammar, vocabulary, and pronunciation.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- produce intermediate to advanced vocabulary;
- choose words appropriately;
- use correct word forms (e.g. plurals, suffixes);
- produce basic sentence structures with no or very few errors;
- produce high-intermediate to advanced grammatical structures (e.g. compound and complex sentences, passives, relative clauses, reported speech);
- use basic tenses appropriately i.e simple tenses (present, past and future), progressive (present and past), perfect (present and past);
- use correct subject/verb agreement;
- use comprehensible pronunciation;
- speak for 1 - 2 minutes.

**GCO 2.** Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

**Outcomes**

*ESL 3206*

2.3 organize the presentation of ideas and information in a logical manner

**Suggestions for Teaching and Learning**

*2.3 Teaching Considerations*

- Teach and have students practise recognizing and using the main organizational strategies in English (e.g. general to specific, specific to general, comparing/contrasting, cause and effect, process analysis, chronological, classifying, spatial, categorizing).
- Prepare tasks and activities that have students recognize relationships among ideas and practise making connections among ideas (e.g. note-taking, outlining, synthesis, application, comparison, contrast).
- Teach and prepare activities which require the use of discourse markers to organize content, such as topic sentences, thesis statements, logical connectors, sequence markers, and introductory/concluding phrases and strategies.
- Teach and have students practise producing language elements used to create coherence (e.g. pronouns, repetition, parallelism, transition words)
- Teach and have students practise producing language elements used to create unity (e.g. thesis statement, topic sentences, concluding sentences)
- Be aware of possible differences between argument structures and discourse organization in English and that of other languages. Model logical presentation in English and encourage students to present their logic in a very explicit and linear manner, without making any leaps in logic or skipping any steps. (See note in column 4).

*2.3 Learning Activities and Experiences*

- Prepare a brief, well-organized answer to a literary question which follows clear and simple logic. Read the answer aloud to the class, but read the sentences out of order. Have the students listen and number the sentences in the order in which they think they should be presented. Read several times, if necessary. Correct as a class.
- Prepare a brief, well-organized answer to a literary question which follows clear and simple logic. Read the answer aloud to the class and have students write an outline for the answer. Have students compare their outlines with a partner, and then correct as a class.

**GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

**Suggestions for Assessment**

*2.3 Task*

Provide students with an unordered list of main ideas and support details in answer to a question of literary analysis and a blank outline. Students must organize the points in a logical manner on the outline and then use the outline to make an informal presentation to answer the question. Evaluate according to degree of clarity and logic.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- distinguish between main ideas and supporting details;
  - identify the details that are associated with a particular main idea;
  - list the supporting details in a logical order;
  - use transition words as appropriate;
  - prepare a clear thesis statement for the presentation.

**Notes/Vignettes**

The rhetoric or argument structures/discourse organization in many languages can differ quite distinctly from English, which tends to follow a linear sequence. It is important for teachers to be aware that what may simply look like disorganization in English writing may simply be a transfer of argument style from the student's first language.

**GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

**Outcomes**

*ESL 3206*

2.3 organize the presentation of ideas and information in a logical manner

**Suggestions for Teaching and Learning**

2.3 *Learning Activities and Experiences (cont'd)*

- Have students prepare an outline response for a question of application based on a literary text (e.g. arguing for or against a particular course of action for a character, finding parallels in the real world for a fictional situation, adopting the role of a character and delivering a speech in that role). They should then record a one to two-minute monologue in which they answer the question according to their outline. Students should listen to a partner's response and write an outline of the content. Pairs should then compare the original outline with the one written by the listener and re-record the answer perfecting any unclear or illogical sections.
- Prepare a brief, well-organized answer to a literary question which follows clear and simple logic. Read the answer aloud to the class but leave out several sentences containing some simple and obvious steps in logic. On the second reading, have students raise their hands at the point where they think a clarifying sentence should be inserted.

**GCO 2.** Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

**Suggestions for Assessment**

**Notes/Vignettes**

2.3 *Task*  
 (See previous two-page spread)

*Performance Criteria*  
 (See previous two-page spread)

**GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

**Outcomes**

*ESL 3206*

3.1 demonstrate respect for the opinions, ideas, rights and feelings of others

**Suggestions for Teaching and Learning**

*3.1 Teaching Considerations*

- Learn about cultural differences that may result in differing approaches to respect (e.g. approaches to listening, ways of discussing and sharing opinions, differences in body language (e.g. eye contact)).
- Teach language for showing respectful disagreement, acknowledging others’ contributions, and introducing opposing ideas.
- Teach the difference between responding in informal conversations with peers and in structured classroom dialogues (e.g. choice of vocabulary, sentence structure, tone of voice).
- Provide opportunities for students to express opposing viewpoints by choosing controversial topics, assigning specific tasks (e.g. devil’s advocate) to group members or using role plays.
- Choose materials and activities that encourage the sharing of ideas and responses through topics that are relevant to students and at an appropriate level of linguistic and conceptual difficulty.
- Discuss cultural differences with students, and discuss the importance of accepting all cultures.
- Encourage students to show tolerance of the linguistic abilities of their peers.
- Pair students according to linguistic ability. Experiment with more-advanced students helping less-advanced students as well as similar ability groupings.

*3.1 Learning Activities and Experiences*

- In small groups, have students share their responses to a play, poem or other text dealing with a moral conflict (e.g. What should a particular character have done?).
- In pairs, have students adopt the roles of two characters in a text and rewrite an existing scene or create a new scene depicting a conflict between the characters to be performed for the class.



**GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

**Suggestions for Assessment**

3.1 *Task*

Present students with a literary text that describes a dilemma or controversy. Have students present and defend their personal opinion of the course of action taken, giving support. In small groups, have students present and debate their opinions.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- listen politely and attentively to other speakers;
- present his/her own opinion calmly and respectfully;
- use correct and polite expressions for participating in discussion, e.g. interrupting, questioning, repeating, disagreeing, interjecting, and requesting clarification.

**Notes/Vignettes**

For further reading on cultural differences and the ESL classroom:

*Look at Me When I Talk to You*  
by Helmer and Eddy (1996);  
Pippin Publishers, Markham, ON.

The Cultural Profiles project of  
Citizenship and Immigration  
Canada: [www.cp-pc.ca/](http://www.cp-pc.ca/)

**GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

**Outcomes**

*ESL 3206*

3.2 participate effectively in group work using active listening and language appropriate to both formal and informal contexts

**Suggestions for Teaching and Learning**

*3.2 Teaching Considerations*

- Teach and provide opportunities for students to practise linguistic skills required for participation in group work, including turn taking, encouraging and acknowledging others’ contributions, interrupting, and expressing agreement/disagreement.
- Teach and provide opportunities for students to practise active listening skills, including repeating information, asking questions of clarification and summarizing information.
- Teach grammar and vocabulary used in formal contexts, and review grammar and vocabulary used in informal contexts.
- Provide ample opportunities for students to work in teams by assigning small group discussion and project work.
- Ensure that all students participate in group work by assigning specific tasks to group members, such as note taker, summarizer, questioner, and chair.

*3.2 Learning Activities and Experiences*

- In pairs, have students make a formal presentation to the class. One student adopts the role of speaker and the other of listener. The speaker presents information to the class on a topic of relevance to a particular literary text, theme, author or period of literature. The listener must interrupt the speaker to request clarification, ask for further information or restate the ideas. At the end of the presentation, the listener must summarize the main points of the speaker’s presentation for the class.
- In groups, students must select a portion of a literary text and rewrite the selection changing one key element from the original (e.g. point of view, gender of characters, age of characters, setting). Together the group must decide on the changes to be made and perform the rewritten version for the class.

**GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

**Suggestions for Assessment**

**Notes/Vignettes**

3.2 *Task*

Have students participate in a literature circle activity, in which they work collaboratively in a group, independently complete readings, and actively participate in group discussions. Evaluate students on the effectiveness of their participation in the group.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- adequately prepare for group participation;
- listen attentively to other group members;
- take turns appropriately;
- use correct and polite expressions for participating in discussion, e.g. interrupting, questioning, repeating, disagreeing, interjecting and requesting clarification.

**GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

**Outcomes**

*ESL 3206*

3.3 demonstrate an awareness of varieties of language

**Suggestions for Teaching and Learning**

*3.3 Teaching Considerations*

- Use texts delivered in a variety of accents, dialects and ranges (degree of formality).
- Using examples from literary texts, show how English has changed over time. Encourage students to discuss and share similar changes in their own language.
- Teach and provide opportunities to practise decoding texts written in old or non-standard English.
- Teach strategies to assist in decoding unfamiliar vocabulary (e.g. recognizing stems and affixes, deducing meaning from context, identifying similarities and differences among word forms and meanings, recognizing alternate spellings and pronunciations of familiar words).
- Teach nonstandard variants of grammar structures commonly used in literary texts, such as poetry (e.g. word order variation, adjective placement, slang forms and placement of prepositional phrases).
- Teach common vocabulary used in classic or non-standard literary texts (e.g. *thee, thou, thy, thine, ain't*)

*3.3 Learning Activities and Experiences*

- Have students rewrite lines or passages from non-standard or non-contemporary literary texts (especially drama and poetry) in standard, contemporary English.
- In groups, have students rewrite a story, play or poem in contemporary English and present it for the class.
- Have students read several scenes from a Shakespearean play in the original form and rewrite them in contemporary English.

**GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.**

**Suggestions for Assessment**

3.3 *Task*

Play audio recordings of short texts read by speakers with different accents (e.g. Australian, British, Indian English, Newfoundland English, American, etc.) or written in English from different time periods (e.g. Elizabethan, Victorian, early 19th century, 21st century, ancient etc.). Give students a list of accents or periods and have them match the text with the region or era it represents.

*Performance Criteria*

The ESL Literature 3206 student should be able to:  
 – correctly identify most of the varieties presented.

**Notes/Vignettes**

The companion website to *Style and Substance* may be useful (The CD has poetry and drama but no short stories). Consult websites of national broadcasting corporations for authentic texts.

**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Outcomes**

*ESL 3206*

- 4.1 read, view and understand prepared and authentic texts from a range of literary genres including myths, short stories, poems, drama, essays and novels

**Suggestions for Teaching and Learning**

*4.1 Teaching Considerations*

- Select texts carefully so that they are accessible to students in terms of language, content and background knowledge.
- Teach background knowledge necessary for the comprehension of particular texts. These will vary according to the texts chosen but may include knowledge of mythological characters, contemporary social views, religious beliefs, views of death, marriage customs, moral codes, role of women, and role of monarchy.
- Be sensitive to cultural differences or gaps in background knowledge which may impede text comprehension.
- Expose students to as broad a range of styles and genres as possible, including 5 - 10 short stories, 5 - 10 poems, 3 - 5 myths, 1 - 2 plays, 3 - 5 essays and 1 - 2 novels.
- Use simplified versions of classic texts as appropriate.
- Provide ample opportunity to view productions of previously read literary texts to reinforce comprehension and provide a point of comparison.

*4.1 Learning Activities and Experiences*

- Have students watch a video production of a text read in class and discuss similarities, differences, additions and omissions between the text and the production.
- Have students read texts in a range of genres and answer comprehension questions about the texts.
- Have students discuss alternate interpretations of a literary text with a group.
- Have students write plot summaries.

**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Suggestions for Assessment**

**Notes/Vignettes**

4.1 *Task*

Give students an unseen short story to be read in class. Students must answer questions focusing on the basic literary elements of the story, such as plot.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- correctly summarize the main events of the story;
  - recognize basic literary devices such as flashback;
  - correctly identify elements of plot structure including exposition, rising action, climax, falling action and denouement;
  - describe most details of the action;
  - understand most grammar and vocabulary used in an authentic story;
  - deduce meaning of unfamiliar vocabulary from context.

**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Outcomes**

*ESL 3206*

4.2 use knowledge of literary elements, genres and discourse structure to understand meaning and purpose of texts

**Suggestions for Teaching and Learning**

*4.2 Teaching Considerations*

- Explicitly teach and provide ample review of literary elements in a variety of genres including plot structure, conflict, character, theme, setting, symbolism, irony, figurative language, point of view, imagery, rhyme, foreshadowing, tone, mood, atmosphere, voice and motivation. (For a complete list, refer to pp. 292-294 of *Style and Substance*).
- Provide extensive practice in applying literary elements to texts in a variety of genres including myth, drama, poetry, short story, essay and novel.
- Provide extensive practice with the concept of theme by having students practice identifying theme and preparing thematic statements for texts from a variety of genres. Discuss some of the common recurring themes in literature and assign activities involving comparisons of theme across texts and genres.
- Select texts providing clear examples of literary elements.
- Discuss and have students practise identifying the discourse structure of literary genres such as poetic form, dramatic structure, essay structure, and plot structure.

*4.2 Learning Activities and Experiences*

- Have students analyse character development, and identify foreshadowing, irony, tone, plot structure, atmosphere, figurative language, symbolism, conflict, and point of view in a literary work.
- Have students predict what will happen at the end of a short story or play based on knowledge of plot and dramatic structure.



**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Suggestions for Assessment**

**Notes/Vignettes**

*4.2 Task*

Have students read a short story and complete comprehension questions focusing on literary elements relevant to the text.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- correctly identify most of the main literary elements relevant to a text;
- provide examples of those elements from the story;
- clearly explain the examples;
- relate selected literary elements to theme, as appropriate;
- correctly define most of the main literary elements.

**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Outcomes**

*ESL 3206*

4.3 use a variety of approaches, including skimming, scanning, reading intensively and extensively, to assist comprehension of literary texts

**Suggestions for Teaching and Learning**

*4.3 Teaching Considerations*

- Provide ample opportunities for students to practise skimming and scanning texts for main ideas and specific information.
- Encourage students to decipher specific meaning (e.g. in poems or particular portions of texts) and provide ample opportunities for them to practise interpreting passages.
- Encourage students to focus on the general meaning in longer texts, like novels and plays, and not be hindered by difficult words or lines. Provide ample opportunities for them to practise identifying the general meaning of entire passages or texts.
- Provide opportunities for students to practise reading in a variety of styles including reading aloud with a partner, reading silently individually, reading “in tandem” with each partner reading a section or paragraph and comparing interpretations at regular intervals, using reader’s theatre, or reading aloud in front of the class.
- Assist students by directing them to certain sections of the text for answers.

*Learning Activities and Experiences*

- Have students scan a text for characters’ names, setting, and other details.
- Have students skim an essay to determine the author’s thesis.
- Have students read sections of text under a strict time limit to encourage skimming and reading for the general meaning.
- Assign ample independent reading in the form of novels to be discussed in class.

**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Suggestions for Assessment**

4.3 *Task*

Provide students with a list of sentences from a literary text. From a list of choices and distractors, have students identify the ideas and inferences conveyed in the sentence. Evaluate according to number correct.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- correctly identify most of the inferences that can be drawn from a particular sentence;
- understand intermediate to advanced-level grammar and vocabulary used in literary texts.

**Notes/Vignettes**

For information on skimming see *Resource Lines 9/10* (p. 20 and p. 291-297).

For information on scanning see *Resource Lines 9/10* (p. 20, p. 257, and p. 291).

For information on reader’s theatre see *Resource Lines 9/10* (p. 182).

**GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.**

**Outcomes**

*ESL 3206*

4.4 use knowledge of language (grammar and vocabulary) to understand texts at a literal level.

**Suggestions for Teaching and Learning**

*4.4 Teaching Considerations*

- Explicitly teach vocabulary encountered in texts read. Discuss meaning, connotation and use of new words.
- Teach and review high-intermediate and advanced grammar encountered in literary texts.
- Have students practise using English-English dictionaries efficiently without overreliance on them.
- Encourage students to use strategies to understand literary texts, such as deducing word meaning from context, interpreting meaning from background knowledge, and predicting based on past events or foreshadowing.

*4.4 Learning Activities and Experiences*

- Underline new but accessible vocabulary in a literary text and have students identify synonyms for the underlined words.
- Have students read a literary text (e.g. a short story or poem) and have them list the events described in the text in order.
- Have students read an ambiguous but accessible text and discuss alternate interpretations in their group, providing support from the story for their interpretation.
- Have students read a poem and with a partner, write a literal translation in everyday English.

**GCO 4.** Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

**Suggestions for Assessment**

**Notes/Vignettes**

4.4 *Task*

Give students an unseen short story to be read in class.  
Have students write a summary of the plot of the story.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- correctly summarize all the main events of the story;
  - correctly identify most details of the action;
  - understand most grammar and vocabulary used in an authentic story;
  - deduce meaning of unfamiliar vocabulary from context.

**GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.**

**Outcomes**

*ESL 3206*

5.1 research specific information on a topic related to a text covered in class

**Suggestions for Teaching and Learning**

*5.1 Teaching Considerations*

- Identify elements of background knowledge that are relevant and sufficiently accessible that students can learn about them by conducting independent research (e.g. author studies, information about the theatre, society or setting of the time period of a particular work).
- Teach, model and provide practice in efficiently using the Internet and library sources to locate information on an assigned topic, selecting the most relevant information from all sources located, and organizing the information according to order of importance (e.g. outlining).
- Assign projects in which students must synthesize information from several sources to provide background knowledge related to a literary text.
- Teach and review efficient note-taking and outlining skills.

*5.1 Learning Activities and Experiences*

- Have students use information found on the Internet to prepare a map or poster depicting the setting of a particular story, play or novel.
- Have students use information found on the Internet or in the library to recreate in words or images the Globe Theatre.
- Have students use information found on the Internet or in the library to prepare a description of society relevant to a particular literary text (e.g. the rules, mores, conventions, politics and current affairs common at the time the work was written).
- Have students research an event or era in history and prepare a presentation explaining how it relates to a text being studied.
- Have students use information found on the Internet or in the library to prepare a brief biography of a particular author, explaining how the author's life influenced or is reflected in the text being read in class.

**GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.**

**Suggestions for Assessment**

*5.1 Task*

Assign the setting of a particular text being studied in class (e.g. ancient Greece, Elizabethan England, Victorian England, early 20th century Canada, Venetian Carnival, World War II, 19th century France) as a topic of research. Students must locate five sources, three electronic and two print, giving information about that time, and based on the information, prepare a report describing the historical, social, political and/or moral environment of the time and place and considering how those facts affected the work being studied in class.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- locate five appropriate sources, with support;
  - identify relevant and interesting information from those sources and eliminate irrelevant information;
  - read and understand authentic sources, with support;
  - limit topic of presentation;
  - list similarities and differences in information presented in several sources on the topic;
  - identify basic connections between the information provided in the sources and the text studied in class.

**Notes/Vignettes**

At the end of each section in *Style and Substance* there are several useful website references for research tasks.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Outcomes**

*ESL 3206*

- 6.1 identify and explain the author’s message and purpose

**Suggestions for Teaching and Learning**

*6.1 Teaching Considerations*

- Ensure that students understand the concept of theme and the central importance of theme to the study of literature. Explain and discuss with students the definition and significance of literature to a society and the role of theme therein.
- Use specific examples from authors being studied to show students how an author’s life can influence the message and purpose of his or her texts.
- Use models that are particularly relevant to students, such as popular music or texts from the first language or culture, to show the importance of message and purpose in literature. Use these models as a means of accessing other examples in literature in English.
- Discuss, explain and provide clear examples of the most common purposes and messages seen in literary texts.

*6.1 Learning Activities and Experiences*

- Have students prepare a thematic statement for a song, poem or story studied in class.
- Have students match poems with thematic statements.
- From a list of possible themes in a particular work, have students select one and defend their choice.



**GCO 6. Students will be expected to respond personally to a range of texts.**

**Suggestions for Assessment**

**Notes/Vignettes**

6.1 *Task*

Have students read an unseen literary text (e.g. poem, short story, essay) and write a thematic statement for the text.

*Performance Criteria*

The ESL Literature 3206 learner should be able to:

- correctly identify the main theme of the text;
- explain the theme, clearly making specific reference to the text;
- use correct intermediate to advanced-level grammar and vocabulary.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Outcomes**

*ESL 3206*

6.2 identify possible interpretations for texts

**Suggestions for Teaching and Learning**

*6.2 Teaching Considerations*

- Teach and have students practise recognizing the devices that are commonly used to create ambiguity and implication in literature, such as connotation, irony, symbol and allegory.
- Provide students with ample opportunity to discuss their own interpretations with those of other students. Provide guided discussion questions which encourage students to think of texts in various ways.
- Teach and review the difference between literal and figurative interpretations and provide extensive opportunities for students to practise recognizing both.
- Encourage students to read beyond the literal level by providing texts where the figurative interpretations are clear, easily identified, and not dependent on background knowledge.

*6.2 Learning Activities and Experiences*

- Provide students with a text containing ambiguity. Have them list the alternate interpretations and select and defend one.
- Have students read a poem or other literary text which provides clear examples of symbolism or allegory. Have them identify the symbols and explain why they are appropriate.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Suggestions for Assessment**

**Notes/Vignettes**

6.2 *Task*

Have students read a text containing ambiguity or in which the final outcome is not explicitly stated. Have students list the alternate possible interpretations and identify which interpretation or outcome they think is most likely, defending their choice.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- identify more than one possible interpretation or outcome;
- defend a choice with support from the text.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Outcomes**

*ESL 3206*

6.3 identify, formulate and express opinions on theme, purpose and literary elements used in texts

**Suggestions for Teaching and Learning**

*6.3 Teaching Considerations*

- Ensure that students are comfortable recognizing the themes, purposes and literary elements common in literary texts by providing clear definitions, examples and practice in identifying these elements. Include plot structure, conflict, character, theme, setting, symbolism, irony, figurative language, point of view, imagery, rhyme, foreshadowing, tone, mood, atmosphere, voice and motivation. For a complete list, refer to pp. 292-294 of *Style and Substance*.
- Provide students with ample opportunities to develop their opinions in discussion with peers.
- Prepare questions focusing on students’ opinions on theme, purpose and literary elements and model clear answers to these questions.
- Provide extensive, repeated practice in expressing an opinion on a literary text.
- Provide partially completed outlines on which students can plan their responses and model for students how clear answers should be organized.

*6.3 Learning Activities and Experiences*

- Have students keep a journal in which they express their reactions and responses to a text. Provide guiding questions for responses focusing on opinions on theme, purpose and various literary elements.
- Have students compare theme, purpose and literary elements of texts studied in class with those encountered in the popular media (e.g. songs, movies).

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Suggestions for Assessment**

**Notes/Vignettes**

*6.3 Task*

Provide students with a list of guiding questions focusing on theme and other literary elements used in texts. Have students keep a journal. At regular intervals, have students select one of the questions and write a personal response either expressing their opinion or discussing the use of a particular literary element in a text being read in class. Evaluate the journals according to completeness and insight.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- identify and define main literary elements;
- develop logical applications of and opinions about literary elements in the text;
- list specific examples from the text to support an opinion;
- select a question appropriate to a particular text;
- express ideas using grammar and vocabulary in a comprehensible manner.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Outcomes**

*ESL 3206*

6.4 support opinions using examples from texts

**Suggestions for Teaching and Learning**

*6.4 Teaching Considerations*

- Explain and emphasize the importance of providing supporting evidence from a text when answering questions about literature.
- Provide clear models of answers and essays that are well planned and supported with examples from the text. Have students practise writing outlines for those model essays and answers.
- Teach and provide students with ample opportunities to practise correctly quoting, paraphrasing, summarizing and citing examples from literary texts.
- Provide partially completed outlines for students to use when planning short answers and essays. Provide main ideas and leave blanks for support examples.
- Have students practise preparing outlines listing support from texts.
- Prepare exercises and questions giving students practice in matching examples to the arguments they support.
- Emphasize the importance of clarifying and explaining the relationship between the examples and the opinions they should support.

*6.4 Learning Activities and Experiences*

- Give students a list of examples from a text read in class and a list of arguments. In pairs, they match the support example with the corresponding argument and defend their choices.
- Have students write essays and short answers in response to questions of literary analysis.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Suggestions for Assessment**

**Notes/Vignettes**

6.4 *Task*

Give students a question of literary analysis appropriate to a text studied in class. (e.g. How does the setting enhance the theme? How does a character change over time? How is a particular mood created?) Provide students with a partially completed outline for the essay response. Students must add the missing support examples from the text under the appropriate argument in the outline. Evaluate according to the quality of support provided.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- identify appropriate support examples;
- correctly match support examples with corresponding main ideas.

**GCO 6. Students will be expected to respond personally to a range of texts.**

**Outcomes**

*ESL 3206*

6.5 use background knowledge and personal experience to formulate a response to a text

**Suggestions for Teaching and Learning**

*6.5 Teaching Considerations*

- Have students identify literary texts (e.g. stories, poems, songs) from the first language literature or culture with themes similar to those of texts studied in class.
- Select texts describing experiences to which students can relate such as biculturalism, the immigrant experience, and second language learning.
- Select texts from a variety of cultures and languages relevant to the class.
- Choose folk tales which exist in many cultures and have students share the version from their own country. Discuss and have students explain the similarities and differences among the versions.

*6.5 Learning Activities and Experiences*

- Read a traditional folk tale from an English language culture. Have students rewrite the same story based on the version that exists in their own language. If no version exists or it is not significantly different, have the student imagine his or her own version of the story.
- Have students read a poem, play, short story or essay about a student's first experiences in a new country. Students should rewrite the text, following the same style, but based on their own experiences in Canada.



**GCO 6. Students will be expected to respond personally to a range of texts.**

**Suggestions for Assessment**

**Notes/Vignettes**

*6.5 Task*

Have students read a text treating a general theme of human nature (e.g. the power of love, the evil in human nature, feeling alienated from society) and write a personal response applying the theme to the student’s own life or comparing the text to a first language literary text treating the same theme.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- use comprehensible grammar and vocabulary;
- express ideas clearly and logically;
- avoid repetition of ideas and opinions;
- write a response of appropriate length;
- provide and develop at least three clear examples or ideas;
- make clear connections between the text and life or first language literature.

**GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.**

**Outcomes**

*ESL 3206*

7.1 explain how literary elements are represented and enhance meaning in a text

**Suggestions for Teaching and Learning**

*7.1 Teaching Considerations*

- Teach/review literary elements. For a complete list, refer to pp. 292-294 in *Style and Substance*.
- Provide ample opportunities for students to practise identifying those elements in a text. This will require considerable teacher and peer support in the form of whole-class discussion and group work.
- Provide many models and explanations of the process of identifying literary elements in texts before expecting students to work independently.
- Emphasize to students the significance of the author’s choice in writing literary texts. Help them to understand that the author chose each word, detail and element of a text for a reason, and provide plenty of practice in identifying the author’s purpose for each of those choices.
- Prepare activities and questions focusing on the role of literary elements in reinforcing and developing the meaning and message of the text.
- Use samples from a range of literature, including texts from the students’ home countries or cultures.
- Provide opportunities for students to compare and contrast their interpretations of a text and their identification of literary elements through pair/small/whole-group discussion.

*7.1 Learning Activities and Experiences*

- Have students write an essay comparing and contrasting the use of a single literary element (e.g. setting, character development) in two different texts.
- Have students consider, in speaking or writing, how a text would be different if one significant literary element (e.g. setting, character, plot structure, point of view) were altered or absent and consider the effect of this on the overall text.
- Have students rewrite (alone or in groups) a short text or part thereof changing one significant literary element (e.g. setting, character, point of view, tone, dialogue) and have them discuss the effect of the change.

**GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.**

**Suggestions for Assessment**

**Notes/Vignettes**

*7. 1 Task*

Give students an unseen text and a list of literary elements applying to that text. Students must read the text and explain how each of the terms applies and adds to the text.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- correctly identify most of the literary elements listed;
- correctly and clearly explain how this element adds to the text;
- provide adequate support examples from the text;
- use correct and appropriate intermediate-level grammar and vocabulary.

**GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.**

**Outcomes**

*ESL 3206*

7.2 use comprehension of text to analyse the author's message and purpose

**Suggestions for Teaching and Learning**

*7.2 Teaching Considerations*

- Teach/review vocabulary and grammar necessary for comprehension of literary texts.
- Teach and have students practise deducing meaning of new words from context.
- Teach students the importance of attempting to interpret texts based on what they know. Encourage students not to spend great amounts of time on words or phrases that they do not understand. Instead, have them practise making inferences based on what they do understand.
- Teach the main identifying elements found in different text types (e.g. short stories, poems, novels), and have students practise identifying those elements.
- Teach students the importance of the author's autobiographical information, background and contemporary society in interpreting texts.
- Teach and provide examples of literary techniques commonly used to subtly express an author's purpose or message, such as contrast, irony and satire.
- Expose students to texts of different genres treating the same theme and have students compare and contrast the treatment of theme in the texts.
- Become familiar with cultural differences that may affect students' interpretations of a text (e.g. role of authority, male/female roles, family relationships).
- Expose students to the main themes which recur in English literature.

*Learning Activities and Experiences*

- Provide students with background information (in text, audio or video) about an author's life and times, and have students consider, in discussion or writing, how those facts influenced the message and purpose of the author's writing.
- Have students read a text at or slightly beyond their level, underlining only the words they know. Students should then interpret as much as possible based solely on the phrases they have understood. Encourage students to base interpretations on how much they actually know.
- Assign tasks requiring students to compare and contrast two texts.
- Analyse the message and effect of a text.
- Apply a text to a more general situation.

**GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.**

**Suggestions for Assessment**

*7. 2 Task*

Have students write a thematic statement for a text read in class and explain how the theme applies in historical or contemporary society, including that of the student’s home country. Evaluate according to clarity, insight and comprehensibility.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- identify the theme of the text;
- list examples from society which exemplify the theme;
- clearly explain the relationship of the theme to society;
- use correct intermediate and advanced grammar and vocabulary;
- organize the text clearly and coherently.

**Notes/Vignettes**

The Cultural Profiles Project website of Citizenship and Immigration Canada contains useful information on cultural backgrounds. ([www.cp-pc.ca/](http://www.cp-pc.ca/))

**GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.**

**Outcomes**

*ESL 3206*

8.1 use language to formulate clear and comprehensible responses to literary works

**Suggestions for Teaching and Learning**

8.1 *Teaching Considerations*

- Teach grammar and vocabulary necessary for writing literary texts. Include passives, review of tenses (gerunds and infinitives), clauses (noun, adjective and adverb), subordination, coordination, reported quotations and reported speech, conditionals, subject-verb agreement, pronoun agreement, punctuation and parallel structure.
- Provide ample opportunities for students to write a wide range of literary responses, including short answer questions and literary essays.
- Teach students how to interpret literature questions. Teach the specific definitions of words commonly used in literary questions (e.g. compare, contrast, discuss, explain, justify, define, identify) and have students practise answering those questions correctly.
- Teach students how to recognize the key words in a literature question and have them practise using the key words to outline an answer to the question.
- Have students attempt to locate and correct language errors in their own and peers' writing, or indicate the location of the error and have the student self-correct.
- Have students write multiple drafts of responses.

8.1 *Learning Activities and Experiences*

- Give students a list of typical comprehension and analysis questions of literary texts. Have students underline the key words in the question and write an outline listing the points that would have to be discussed in a correct answer to the question.
- Provide students with a partially completed outline for a literary essay which lists the thesis statement and topic sentences. Students must complete the outline by finding examples in the text to support the main ideas listed on the outline.

**GCO 8.** Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.

**Suggestions for Assessment**

8.1 *Task*

Provide students with a practice exam and have them prepare a brief outline in response to each question. Include selected response items along with constructed response items. Evaluate outlines according to completeness of response.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- identify key words in literature questions;
- list main points to be covered in answers;
- list examples from texts to support main points;
- use comprehensible grammar and vocabulary.

**Notes/Vignettes**

Useful sources for outline writing tasks are mid-term and final examinations previously administered in English 1201, 2201 and/or 3201.

**GCO 8.** Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.

**Outcomes**

*ESL 3206*

8.2 produce creative writing texts

**Suggestions for Teaching and Learning**

*8.2 Teaching Considerations*

- Teach and have students practise identifying the different forms and structures of creative texts (e.g. short stories, narrative essays, descriptive essays, myths, plays, and poems).
- Teach and have students practise idea-generation techniques (e.g. brainstorming, freewriting and clustering).
- Have students write multiple drafts of texts and encourage public display of final drafts.
- Encourage and provide ample opportunities for peer response to texts.
- Have students incorporate the main literary elements of the chosen creative form into their writing (e.g. climax, imagery, theme, rhythm/rhyme, dialogue).
- Recognize the wealth of creative writing in the students’ first languages, and permit and encourage the use of those texts as starting points for creative writing in English.

*8.2 Learning Activities and Experiences*

- Have students write a poem, song, story, or play, alone or in a group, to be performed or presented to the class.
- Have students rewrite a first language story or poem for the Canadian context, changing facts/elements as necessary.



**GCO 8.** Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.

**Suggestions for Assessment**

**Notes/Vignettes**

8.2 *Task*

Have students write their own myth explaining how some natural phenomenon came to be.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- write a creative text of 400 - 500 words;
- use prewriting techniques to generate original ideas;
- list and provide the elements necessary in a myth;
- organize the text clearly and correctly;
- use descriptive language appropriately;
- use clear and correct intermediate to advanced-level grammar and vocabulary;
- provide adequate detail.

**GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.**

**Outcomes**

*ESL 3206*

8.3 organize responses to questions of literary analysis in a clear and logical manner

**Suggestions for Teaching and Learning**

*8.3 Teaching Considerations*

- Teach and have students practise identifying elements of text organization, including topic sentence, thesis statement, essay structure, and introduction/conclusion.
- Teach familiar organizational strategies used in English writing (e.g. general to specific, specific to general, chronological, spatial, process analysis, cause/effect, comparison/contrast, classification/categorization).
- Teach basic elements of good academic writing including coherence and unity, and provide opportunities for students to practise using them.
- Teach and have students practise distinguishing between main and supporting ideas.
- Be aware that differences in discourse structure may exist between first language writing and English. See note in column 4.
- Teach/review and have students practise using discourse markers and transition words, such as sentential adverbs, subordinators, conjunctions, and other sequence markers.

*8.3 Learning Activities and Experiences*

- Have students write outlines in answer to a range of literary questions.
- Provide students with an answer to a literary question which has been presented out of order. Have students reorder the response.
- Give students a literary essay from which all sequence markers have been removed and have them insert logical connectors/transition words where appropriate.
- Give students a sample of a good literary essay at approximately the level of their own writing and have them write an outline for the text. Then have them do the same for a peer's essay.

**GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.**

**Suggestions for Assessment**

8.3 *Task*

Provide students with randomly sequenced notes for a response to a literature question about a text read in class. Based on the information in the notes, have students write a complete response. Evaluate the response according to coherence, clarity and completeness.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- discuss main points in a logical order;
- match evidence and examples with corresponding main points;
- use correct transition words to establish links between ideas;
- write a clear thesis statement;
- use pronouns, logical connectors, parallel structure, repetition and other linguistic elements to effectively create coherence;
- use intermediate to advanced grammar and vocabulary correctly;
- discuss all main points and relevant details;
- use an appropriate organizing strategy to sequence a response (e.g. general to specific, specific to general).

**Notes/Vignettes**

The rhetoric or argument structures/discourse organization in many languages can differ quite distinctly from English, which tends to follow a linear sequence. It is important for teachers to be aware that what may look like disorganization in English writing may simply be a transfer of argument style from the student's first language.

**GCO 8.** Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.

**Outcomes**

*ESL 3206*

8.4 evaluate and analyse literary texts through short-answer and essay responses

**Suggestions for Teaching and Learning**

*8.4 Teaching Considerations*

- Assign writing tasks involving evaluation and analysis, including ranking, identifying advantages and disadvantages, comparison and contrast, and application.
- Teach, model and encourage the use of examples, evidence and support from the text being studied.
- Teach how to appropriately incorporate quotations and other support evidence in literary responses.

*8.4 Learning Activities and Experiences*

- Assign short-answer questions focusing on literary elements appropriate to a particular text
- Assign essays requiring analysis and application of literary elements to unseen texts and those studied in class.
- Have students complete practice exams featuring a range of question types.

**GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.**

**Suggestions for Assessment**

**Notes/Vignettes**

8.4 *Task*

Have students complete a practice exam typical of those administered in English 1201, 2201 and/or 3201 which covers a range of constructed response items. Evaluate according to structure, evidence, clarity, coherence, unity and language.

*Performance Criteria*

The ESL 3206 student should be able to:

- identify key words in literature questions;
- identify and clearly state appropriate main ideas;
- list examples from texts to support main points;
- explain relationships between main ideas and support examples;
- use correct intermediate to advanced grammar and vocabulary;
- use correct intermediate to advanced punctuation and spelling;
- organize answers correctly according to question type (i.e. recognize the difference between short answer and essay answers);
- correctly quote, paraphrase, and cite examples.

**GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**

**Outcomes**

*ESL 3206*

9.1 define literary elements and apply them to texts studied

**Suggestions for Teaching and Learning**

*9.1 Teaching Considerations*

- Review definitions of literary elements at regular intervals and have students practise both providing written definitions of the terms and applying the elements to works studied. Ensure student knowledge of plot structure, conflict, character, theme, setting, symbolism, irony, figurative language, point of view, imagery, rhyme, foreshadowing, tone, mood, atmosphere, voice and motivation. For a complete list, refer to pp. 292-294 of *Style and Substance*.
- Be aware that a great deal of practice and repetition of these elements will likely be necessary in order for students to become comfortable with them. Remember that the students' previous experience with literature in English may be extremely limited.
- Be aware that in the literature of the first language culture, the significant literary elements may be different from those of English.

*9.1 Learning Activities and Experiences*

- Have students complete a quiz matching the element to its definition and applying a selected range of elements to poems or other texts previously studied in class.
- From a list of distractors and choices, have students identify which literary elements are present in a text.

**GCO 9.** Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

**Suggestions for Assessment**

**Notes/Vignettes**

9.1 *Task*

Give students a list of literary terms and a list of definitions. Students must match the definition to the term. Evaluate according to number correct.

*Performance Criteria*

The ESL Literature 3206 student should be able to:  
 – match most terms to the corresponding definition.

**GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**

**Outcomes**

*ESL 3206*

9.2 organize and develop written responses in a variety of forms

**Suggestions for Teaching and Learning**

*9.2 Teaching Considerations*

- Review elements of text organization including topic sentence, thesis statement, essay structure, and introduction/conclusion.
- Assign writing tasks in a variety of forms, including short answer, literary essay, personal response, and letter format. Expose students to good samples of student work in a variety of forms.
- Teach, model and encourage the use of examples from the work studied to support an idea.

*9.2 Learning Activities and Experiences*

- Provide students with several versions of the same question of literary analysis requiring different types of responses (e.g. an essay, a short answer, a letter, creative writing, a journal response). Students must write the answers following the different formats required for a particular version of the question.
- Provide students with a list of exam questions and on a separate sheet, samples of good student responses to those questions. Have students match the answers with the appropriate questions and explain why the answers are considered good.



**GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**

**Suggestions for Assessment**

**Notes/Vignettes**

9.2 *Task*

Have students write a sample exam in class, including the entire range of questions found on mainstream English exams, such as multiple choice, personal response, literary essay and short answers. Evaluate according to quality of responses.

*Performance Criteria*

- The ESL Literature 3206 student should be able to:
- recognize the key words in questions of literary analysis;
  - organize responses in a clear and logical manner;
  - write responses of appropriate length;
  - use points allotted to a particular question to help organize responses;
  - pace work appropriately;
  - choose correct main ideas to answer questions;
  - provide appropriate evidence from texts to support answers;
  - provide clear explanations and linear development of answers;
  - use an appropriate text structure for a particular response (e.g. essay structure, paragraph organization, sentence structure, letter format);
  - use correct and appropriate intermediate to advanced grammar and vocabulary;

**GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**

**Outcomes**

*ESL 3206*

9.3 evaluate and respond to peers' texts of literary analysis

**Suggestions for Teaching and Learning**

*9.3 Teaching Considerations*

- Teach and, using model responses, have students practise identifying the elements of good literary analysis, such as organization, clarity, coherence, unity, and application of concepts.
- Provide ample opportunities for students to practise recognizing errors in their own and peers' writing, through group/pair work and self-correction.

*9.3 Learning Activities and Experiences*

- Prepare or have students prepare multiple copies of a first draft of a literary essay responding to a question of analysis or evaluation. Have students form two lines, with each student sitting opposite one other. Each student must present their draft to the partner facing them, and the partner must make suggestions for improvement. Then, one of the pair changes seats to work with another partner, using a fresh copy of their draft. Continue switching until each student has received feedback from and given feedback to several others. Then, the student must review all comments received and, in conference with the teacher, decide which should be addressed in the second draft.
- Divide the class into groups of four. Prepare or have students prepare sufficient copies of a first draft of a literary essay responding to a question of analysis or evaluation and distribute one copy to each group member. Each group member is responsible for evaluating one aspect of the student's first draft, including essay structure (thesis statement, paragraph organization (including topic sentence), introduction, conclusion); content (quality of ideas, quality of support); coherence (logic, clarity, use of repetition, transition words, pronouns, parallel structure); unity (relevance to topic, clarity of links). Each student presents his or her feedback about the assigned aspect to the writer. The writer uses the feedback from all students to write a second draft.

**GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**

**Suggestions for Assessment**

**Notes/Vignettes**

9.3 *Task*

Provide students with a grid listing the main elements of good literary analysis. Have students exchange a text of literary analysis that they have written with a partner. Using the grid, they should evaluate their partner’s text, identifying missing, incomplete or unclear elements and making suggestions for revisions. Evaluate the grid for accuracy and completeness.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- identify most missing, incomplete and unclear elements in a partner’s writing;
- suggest appropriate revisions.

**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Outcomes**

*ESL 3206*

10.1 use the writing process in developing effective texts

**Suggestions for Teaching and Learning**

10.1 *Teaching Considerations*

- Provide ample opportunities for students to rewrite texts and receive teacher feedback on drafts of texts.
- Provide ample time for pre-writing idea-generation activities and encourage students not to skip this step when writing independently.
- Teach students how to write an outline for literary responses, and provide ample practice in outline preparation.
- Have students write three drafts of texts. Content will be the focus of correction on the first draft. Language will be the focus of correction on the second draft.
- Provide ample opportunities for students to revise and edit their texts, with teacher support.
- Conference with individual students to review their particular difficulties in writing literary texts.
- Provide ample opportunities for students to evaluate work of peers and receive feedback from peer evaluators. Provide clear instructions and evaluation criteria for students to use when evaluating peer writing.

10.1 *Learning Activities and Experiences*

- Have students read a classmate’s text and complete an outline based on its content. The student should review the text with the classmate to determine what should be improved and corrected on the next draft.
- Provide students with a checklist of ten elements that should be present in a well-written essay (e.g. clear thesis statement, good topic sentences, adequate support, clear introduction, correct conclusion, no irrelevant ideas, mainly accurate grammar, appropriate vocabulary, use of transition words, correct spelling and punctuation). Have students read their own essay and check the number of desirable elements present in their writing for a score out of ten. Then have students switch with a partner to evaluate the partner’s text. Students should compare their own and their partner’s evaluation of their text. Then, both evaluations should be compared with the teacher’s evaluation of the same text. Feedback from all three should be used in making revisions to the text.

**GCO 10.** Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

**Suggestions for Assessment**

**Notes/Vignettes**

10.1 *Task*

For texts of literary analysis, have students prepare three successive drafts. Begin with a prewriting task to identify ideas and support. The first draft should be corrected mainly for content and the second draft mainly for language and remaining errors in content. The drafts can be corrected by the students themselves, by peer editors, and by the teacher. Evaluate the final draft according to the final product and the student’s ability to self-correct with and without support.

*Performance Criteria:*

The ESL Literature 3206 student should be able to:

- identify one’s own and peers’ errors in content;
- identify and correct his/her errors as well as a peer’s errors in basic and intermediate-level grammar and vocabulary without support;
- revise content with and without teacher support;
- revise errors in advanced grammar and vocabulary with teacher support.

**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Outcomes**

*ESL 3206*

10.2 use language conventions, vocabulary and grammar in an appropriate manner in the production of texts

**Suggestions for Teaching and Learning**

10.2 *Teaching Considerations*

- Teach grammar and vocabulary necessary for writing literary texts. Include passives, review of tenses (gerunds and infinitives), clauses (noun, adjective and adverb), subordination, coordination, reported quotations and reported speech, conditionals, subject-verb agreement, pronoun agreement, punctuation and parallel structure.
- Teach strategies for deducing meanings of new words from context and interpreting meaning based on known vocabulary.
- Select a limited range of words commonly used in literature and encountered in class to be memorized and tested.
- Teach and review advanced grammar used in literary texts (e.g. transition words, complex and compound sentences, reported speech, passive adjective and adverb clauses.)
- Teach and review punctuation, including commas, quotation marks, semi-colons and end punctuation.
- Review spelling strategies of English and encourage students to determine spellings of unknown words independently.
- Teach and have students practise recognizing a formal academic style appropriate for literary essays (e.g. formal vocabulary, complex sentence structure, etc.).
- Base evaluations of students’ written work equally on content/organization and language use (grammar, vocabulary, mechanics).

10.2 *Learning Activities and Experiences*

- Provide lists of 15-20 high-intermediate to advanced words taken from texts read in class to be memorized and tested (both spellings and meanings) at regular intervals.
- Present errors in advanced grammar, vocabulary or punctuation taken from students’ own essays and have students correct their own and peers’ errors.
- Correct errors of grammar and vocabulary in student writing and make language a significant component of the evaluation scheme.

**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Suggestions for Assessment**

**Notes/Vignettes**

10.2 *Task*

For the most part, the use of grammar, vocabulary and conventions in this course is evaluated within the context of writing texts of literary analysis, and not as an independent skill. To evaluate vocabulary separately, select twenty words commonly found in fiction from texts read in class. After teaching and discussing the meanings extensively in class and providing class time to study the words, test students on the word list. Read the words aloud and have the students spell the words. Then, students must use the list to complete sentences of an intermediate level of difficulty. Evaluate according to number correct.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- spell most of the selected words correctly;
- complete most of the sentences with the correct word.

**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Outcomes**

*ESL 3206*

10.3 use technology where appropriate in the design and production of texts

**Suggestions for Teaching and Learning**

10.3 *Teaching Considerations*

- Provide ample opportunities for students to use technology to produce a variety of texts, including literary essays, brochures, posters, book covers, theatre plans, and depictions of setting (e.g. maps, floor plans).
- Assign tasks which are relevant to texts being covered in class.
- Be aware that students’ experience with technology may vary widely.
- Encourage public display of final products.

10.3 *Learning Activities and Experiences*

- When starting a new text (e.g. a play, a novel), divide the class into groups and have each group develop one introductory module depicting a physical space related to the work to be presented in class. For example, when studying Shakespeare, one group could be assigned to the Globe Theatre, one to London in general at the time, one to Stratford-Upon-Avon, and one to the setting of the work. Groups must present their designs to the class prior to reading the work.
- Have students create a poster, map or brochure relevant to a particular text (e.g. rules to be followed by the characters, flyer for an upcoming event in the story, map of the setting, “Most wanted” poster for a character) to be presented to the class.
- Have students format essays on computer.



**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Suggestions for Assessment**

**Notes/Vignettes**

10.3 *Task*

Have students prepare a newspaper article relating the story of a literary text. The article should be presented in a newspaper format and written in journalistic style. Evaluate the article according to content and formatting.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- clearly relate the story;
- use journalistic/nonfiction style;
- use a computer to format the article correctly;
- use correct intermediate to advanced vocabulary and grammar.

**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Outcomes**

*ESL 3206*

10.4 use appropriate reference materials in developing texts

**Suggestions for Teaching and Learning**

10.4 *Teaching Considerations*

- Model, teach and encourage the independent use of reference materials (e.g. dictionaries, thesauruses, grammar reference materials, and online sources).
- Discourage the use of bilingual dictionaries. English-English dictionaries are more useful at this advanced level of vocabulary.
- Recognize the range of academic skills and prior experience in studying literature of the average ESL class and, as much as possible, respond to the individual needs of the students.

10.4 *Learning Activities and Experiences*

- Permit students to use a dictionary and a thesaurus while writing essay answers to questions.
- Provide students with a list of questions about academic and literary writing in English and have students use ESL writing websites to find the answers to the questions.
- Have students use a thesaurus to write a paraphrase of a short passage from an original text.
- Have students use reference books and websites to identify proper formatting (e.g. MLA format) for papers and references.
- Provide students with a list of challenging vocabulary from a text read in class. Have students use a dictionary and a thesaurus to select the most appropriate synonym or definition from a list of plausible choices, given the context.
- Provide students with a list of grammatical errors taken from students' written work. Have students use grammar reference materials (text book, grammar texts) to locate the explanation for the structure in question and correct the error accordingly.

**GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

**Suggestions for Assessment**

10.4 *Task*

For the most part, the use of reference materials in this course will be evaluated in the context of writing texts of literary analysis, and not as an independent skill. For writing evaluations conducted in class, students may be permitted to use reference materials. Their performance should be evaluated according to their ability to use those materials independently.

*Performance Criteria*

The ESL Literature 3206 student should be able to:

- locate needed information quickly and efficiently;
- find appropriate synonyms and select appropriate vocabulary using thesauruses and dictionaries;
- independently locate synonyms and definitions;
- use dictionaries and thesauruses to avoid plagiarism;
- recognize which reference book is needed for a particular task.

**Notes/Vignettes**

There are several websites available to assist students in writing texts. Among them are the following:

Online Writing Lab (OWL) at Purdue University:  
(<http://owl.english.purdue.edu/>)

Dave’s ESL Café:  
([www.eslcafe.com](http://www.eslcafe.com))

The Writing Centre at the University of Ottawa:  
[www.uottawa.ca/academic/arts/writcent/OtherResources.html](http://www.uottawa.ca/academic/arts/writcent/OtherResources.html))



# Program Design and Components

## Collaborative Pair and Group Work

There are strong pedagogical arguments for the use of group work in the regular classroom. There are even stronger arguments for its use in the ESL clasasroom. In addition to individualizing instruction and promoting a positive affective climate, research has shown that group/pair work:

- increases language practice opportunities and participation;
- improves the quality of student talk;
- allows for high correction of errors;
- promotes for negotiation for meaning;
- maintains the same level of accuracy as lockstep activities.

Putting students in a group and asking them to discuss and/or explain will not be effective. Teachers should set tasks in which students are required to exchange information. These information gap activities should form an integral part of the course.

## A Positive Affective Climate

Learning a new language is an emotionally charged experience. It involves a return to the helplessness of early childhood and to dependence, this time not on the mother but on the teacher and the teaching materials. This is a very uncomfortable feeling for young adults. Therefore, efforts must be made to reduce students' feelings of anxiety to manageable proportions. It is essential that the classroom climate be one in which students feel comfortable enough to experiment with the new language. Although teachers have a responsibility to provide accuracy focused activities, they should bear in mind that constant correction will ultimately destroy students' confidence in their ability to use the new language.

## Spiral Curriculum

This is an organizational principle which enables teachers and learners to work with the same topic/form more than once, but each time a particular one reappears it is at a more complex level. In the spiral shape curriculum, new subjects, functions and grammar are not introduced once in a syllabus and then dropped; rather they are reintroduced in different manifestations at various times in the course or program.

## Integration of Skills

For the purpose of clarification, reading and viewing, writing and other ways of representing, speaking, and listening have been discussed separately in this document. This is not to suggest that these skills will be taught separately; language is rarely used in one mode at a time. These communicative skills will be integrated within the framework of this course.

## Reading

Reading is a process of obtaining meaning from the written word. In addition to the meaning of the text, the ESL learner must deal with elements which differ from those of English first language students. Points to consider when planning reading activities are:

### 1) **knowledge of the writing system and knowledge of the language**

One of the principal problems of ESL readers is that their knowledge of the language is incomplete, and this may cause serious difficulty with some texts. A fundamental difference between native speakers and ESL learners is that the former use knowledge of the language to help them read and the latter use the reading to help them learn the language. Students need to be exposed to a wide range of authentic texts and involved in a variety of reading tasks. Providing a rich reading environment will assist in the acquisition of the second language.

### 2) **ability to interpret**

Reading is more than looking at and understanding sentences in isolation. Understanding the 'plain sense' of sentences is essential, but it is not enough. Effective readers bring with them the ability to recognize the purpose of the text as a whole, to see how the text is organized, and how to understand the relationship between sentences. In a general sense, we may refer to this as the ability to interpret.

Many ESL students have difficulty 'following' the writer. They may be accustomed to texts where the writer provides clear 'signposts' which indicate how sentences are to be interpreted. ESL students may be unable to see how paragraphs are to be interpreted and related to each other in the development of the text. 'Text attack' strategies focusing on connectives, reference, and vocabulary are essential if ESL students are to master the skills of interpretation.

### **3) knowledge of the world**

Knowledge of the world does not apply only to knowledge of a particular topic. It may include familiarity with different text types or knowledge of a particular culture or way of life. For instance, some texts assume a knowledge of the current political situation, or of the world of sports or entertainment. This can, of course, be a problem even for a reader who speaks the same language as the writer. However, for the ESL student the problem could be greater because his/her cultural background may be quite different from that of the author.

The ESL teacher should elicit from the students the knowledge they have on the topic, and should try to provide appropriate background and develop the same topic through a series of texts and activities. If none of the above is possible, the chosen text may not be appropriate.

### **4) a reason to read which determines the reading style**

There are different styles of reading, and these are determined not by the text, but by the reason for reading. Effective readers are readers who are able to adapt their style to their purpose and who do not read everything slowly and intensively. Many ESL students consider that the only appropriate style for them is intensive reading. They will read every word and will stop reading as soon as they encounter a word which is unfamiliar.

It is therefore important to give learners practice in different reading styles. This is achieved by setting tasks which encourage the students to skim and scan as well as to read intensively. Activities which encourage students to predict the meaning of unfamiliar vocabulary from contextual cues are also recommended.

**The Three-Stage Approach**

It is recommended that the three-stage approach be used to help foster effective reading skills.

## 1) Pre-reading:

- introduces and arouses interest in the topic/theme/text;
- motivates students by giving them a reason to read;
- provides some language preparation for the text;
- should involve listening and reading skills.

## 2) While-reading:

- clarifies text content;
- helps students to understand the writer's purpose;
- enables students to understand the structure of the text.

## 3) Post-reading:

- allows students to consolidate or reflect upon what has been read;
- relates the text to the learners' own knowledge, interests, or views;
- may involve speaking, listening or writing.

**Guidelines for reading activities**

The following guidelines should be considered when planning activity-based lessons:

The student is an active participant not a passive recipient. It is essential that the activities provoke a genuine interaction between the reader and the text and among all readers in the classroom.

The activities should offer ample opportunities for the students to contribute and share their own experiences, perceptions, and opinions.

The text is not the only element in the activity. It is one key element in a linked set of activities, which may include preliminary discussion, interactive work involving the text, and some sort of follow-up, often in writing.

Answering comprehension questions is not always the most useful type of activity to exploit information in a text. Other activities (completing charts, checklists, summary writing, comparing and contrasting, interpreting quotations, interpreting a poster or a collage) may be more appropriate to a particular text. The content of the text should indicate the type of activity which would be most appropriate for a reading comprehension exercise, and alternatives to the traditional question/answer format should be developed.



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## Writing

### A Process Approach to Writing

The teaching of writing in ESL emphasizes the process of writing. In a process approach, students explore a topic through writing, showing their drafts to the teacher and their peers. They revise, edit and move on to new ideas. In a process approach, teachers give their students two very important supports: time for the students to try out ideas, and feedback on the content and form of their drafts. “The writing process becomes a process of discovery for the students; discovery of new ideas and new language to express those ideas.” (Raimes 1983)

Effective writers go through a process of:

- pre-writing
- composing, drafting and revising
- editing and proofreading
- presenting and/or publishing

Writing activities in the ESL classroom should always reflect this process.

### Guidelines for Writing Activities

The following guidelines should be considered when planning writing activities:

- Tasks need to be set up in ways that reflect the writing process in good writers. Encourage the students to go through a process of planning, organizing, composing and revising.
- Collaborative writing in the classroom generates discussions and activities which encourage an effective process of writing.
- Tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized pieces of communication.
- The teacher should provide opportunities for controlled, guided and free writing activities.
- Students need opportunities to practise various forms and functions in writing to develop the different skills involved in producing written texts.
- When assigning writing tasks, the teacher should vary the audience, identify the readers, and try to make every piece of writing fulfill some communicative purpose, whether real or simulated.

- Students need time in the classroom for writing. The teacher's task is to design activities which support the students through the process of producing a piece of writing.
- The process of error correction should be modified to include peer editing by the students as well as the teachers, making revision an integral part of the process.

## Listening

Since ESL students come from a variety of native languages, listening activities in English present potential difficulties that are not problematic for most English first language learners. Areas of possible concern are:

### 1) Hearing the sounds

Some ESL students do not perceive certain English sounds because these do not exist in their own language. The 'th' sound /θ/ as in thick, for example, does not exist in Cantonese or Mandarin. Therefore, native Chinese speakers often do not notice that it occurs in English. They may simply assimilate it to the nearest sound familiar to them and say /t/ or /f/.

It is essential for the learners to achieve familiarity with the phonemes of the English language if they are to be efficient listeners. If they learn to pronounce the sounds accurately, it will be much easier for them to hear the sounds correctly when said by someone else.

### 2) Lack of control over speed

Many ESL students feel that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly the spoken message is given. They feel that the utterances disappear, as it were, before they can understand them, whereas the words in a written text remain on the page where the reader can glance back at them or re-examine them thoroughly. This frequently means that students who are listening cannot keep up. They are so busy working out the meaning of one part of the message that they miss the next part.

Students should be encouraged not to worry if they don't understand every word. They should learn that a listening task can often be completed even when they miss some of the words. In this way students can begin to appreciate that comprehension can occur with less than complete understanding of all that is said.

### 3) Listener's limited vocabulary

Sometimes, listeners can deduce the meaning of a word from its context. However, more often than not for ESL students an unknown word can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss the next part of the speech.

Students need to develop the skill of 'keeping up' with the speaker even if this means letting parts which they have not understood pass by.

### 4) Failure to recognize signals

There are many ways in which a speaker can indicate that he/she is moving on from one point to another, or giving an example, or repeating a point. These signals are not immediately self evident to a person listening to a foreign language and can easily be missed.

Presenters, in formal situations, generally show clearly that they are about to begin a new point. They use expressions like 'secondly' or 'then'. They may pause or make a gesture or move slightly. They may mark a change to a new point by increased loudness or a clear change of pitch. In spontaneous conversation, a speaker will make use of different intonation to indicate whether he/she is introducing a new idea or saying something the listener already knows.

Students need to learn to listen (and if the speaker is visible, watch) the signals in order to be able to connect the various utterances in the way the speaker intended them to be connected.

### 5) Problems of interpretation.

Sharing common meaning and assumptions makes communication possible. Students who are unfamiliar with the context may have considerable difficulty in interpreting the words they hear even if they can understand their 'surface' meaning. Effective pre-listening activities can usually minimize this problem.

#### 6) Learning Environment

In the past, ESL teachers have often aimed to teach their students to understand everything in the English lesson, by repeating sentences, pronouncing words carefully, by grading the language to suit the level of the students, by speaking slowly and pausing frequently. If students are to be prepared for listening in the real world, teachers must provide language models, both live and taped, which reflect the reality of communication outside the classroom.

#### 7) Environmental cues

Many second language learners seem to lack the ability to use environmental cues to get at the meaning of a misunderstood utterance. The problem is not the lack of skill in perceiving extra-linguistic cues but in the ability to apply this skill in second language listening. ESL listeners have to work much harder at decoding than native listeners. They try to interpret every detail as it comes up instead of relaxing and taking a broader view. Teachers need to encourage the students to relax and gather what they can from the information they can readily decode. Activities in listening for specific information, ignoring unnecessary details, listening for general meaning, and coping with redundancy and noise can encourage a relaxed approach to listening comprehension. This will help to free the listener to exploit all available clues to meaning.

#### 8) Understanding different accents

ESL students who are used to the accent of their own teacher are often surprised and dismayed to find they have difficulty understanding someone else. Learners who have some experience in listening to and understanding a number of different accents are more likely to be able to cope successfully with additional accents than those students who have heard only one.

#### 9) Intonation and stress

The English systems of stress, intonation and rhythm can interfere with the second language learner's understanding of spoken English. Therefore, students' attention should be drawn to the existence of certain general patterns.

## Listening and Note-Taking

Listening in class and taking notes involves more than language skills alone. Comprehending a spoken message and note-taking require skills in evaluating information (deciding what needs to be focused on and noted), skills in organizing information and skills in predicting upcoming information (allowing listeners to use time effectively when listening). Students must also become familiar with the various styles and accents of class presenters. Decoding the message, using notes for study purposes and preparing for classroom discussion and debates are essential for success.

Classroom materials used should be authentic in style as well as function. Students should be motivated to listen to the presenters not just because they need to do a language task, but because they want to learn the information contained in the presentation, therefore teachers should choose topics based on students' interests and needs. Teachers may choose to deliver some of the information 'live', to use tapes of a variety of speakers or to combine both of these methods.

Presentations, e.g. in lecture format, by ESL teachers cannot, of course, be completely authentic. ESL teachers adapt their language to fit the level of their non-native audience. Although it is impossible to erase all such "teacher talk" from the delivery of the presentation, teachers should be aware how much they are adapting their language. Teachers should aim for a normal rate of speech, usual vocabulary, and a natural amount of repetition and paraphrasing.

## Speaking

The communicative approach to learning a second language ensures that the interactions which take place in the classroom are replications of, and necessary prerequisites for, communication in the real world.

One device which helps the teacher in making up communicative activities is the 'information gap'. Information gap activities force the participants to exchange information in order to find a solution. One reason why the information gap is useful for the teaching of speaking is that it creates a condition of unexpectedness. If student A does not know in advance what student B will say to him, the former cannot work out his/her reply in advance; he/she is forced to formulate his/her responses quickly, and thereby develops fluency. This type of activity permits genuine information flow in the classroom.

The creation of a speaking task then is essential in communicative activities. However, there is sometimes the problem of students who do not participate in an activity because there is no motivation for doing so. What is needed also is accountability on the part of the students. Requiring the students to utilize information obtained in the course of an activity is the 'task dependency' principle. According to it, we create wherever possible, a Task 2 which can only be done if a Task 1 has been successfully completed.

For the teaching of the receptive skills, the task dependency principle is crucial to ensure that the listening or reading task gets done. But it is also relevant to the productive skills because it helps to foster an 'accountability' for the way a student uses the language.

### **Guidelines for Speaking Activities**

- Provide the students with a balanced approach. Students need practice in accuracy work and opportunities for fluency work through a combination of class, pair and group work.
- Vary the tasks. Activities in the classroom should always mirror the linguistic reality of the outside world.
- Remember that language happens in situations and in order for students to be able to use it they need to realize in what situations certain pieces of language are used.
- Give students a purpose for speaking. In real life when two people engage in conversation, we can be fairly sure that they are doing so for a reason.
- Ensure that every lesson ends with the learners being able to see that they can do something which they could not do at the beginning and that the 'something' is communicatively useful.
- Give the students choice in terms of what they will say and the linguistic forms they will use. Exercises where speaker and listener are controlled in their language by the teacher fail to practise an essential aspect of true communication.
- Mistakes are not always mistakes. Learners who make mistakes because they are trying to do something they have not been shown how to do are not making mistakes at all. They are trying to deal with a situation for which they are unprepared.

- Language is learned by using it and it is only by practising communication that students learn to communicate. However, there is still great value in a framework within which learning can be structured, and the provision of this framework is the responsibility of the teacher.

## Pronunciation

The pronunciation errors that second language learners make are not just random attempts to produce unfamiliar sounds. Rather, they reflect the sound inventory, rules of combination, and the stress and intonation patterns of the native language.

Consequently, one question that a teacher might ask concerns the degree of difficulty that different native languages pose for learning the pronunciation of English. For example, because the sound systems of English and Cantonese differ more than the sound systems of English and Russian, is it more difficult for a Cantonese speaker to acquire English pronunciation than for a Russian speaker? If so, does this mean that it is more important to teach pronunciation to Cantonese speakers than to Russian speakers? The answer to both of these questions is 'perhaps'. However, socio-cultural and personality factors will also determine the degree of a learner's pronunciation problems. In other words, native language is not the only factor affecting pronunciation in a second language. It is one of several factors suggesting that teachers cannot decide, without first listening to their students, which learners will necessarily need more pronunciation practice.

A knowledge of the English sound system will help teachers to identify and isolate the most important pronunciation problems of their students.

A diagnostic profile sheet is advisable for each student as it provides a record of strengths and weaknesses, permits the recording of progress within a specific area and allows the teacher to develop priorities for a particular individual or group. The following categories should be used in such a profile:

### General Speaking Habits

- Clarity  
Is the student's speech muffled because she/he speaks with a hand covering the mouth? Because the head is held down?
- Speed  
Does inaccurate articulation occur because the student speaks too quickly?
- Breath Groups  
Does the student speak with appropriate pauses, breaking up a sentence into thought groups?

**Intonation**

Is the student using appropriate intonation patterns, i.e. rising intonation for yes/no questions, pitch change at major stress words in a sentence etc. ?

**Stress and Rhythm**

- Word level stress  
Can the student pronounce schwa in unstressed syllables? Can the student use length to differentiate between stressed and unstressed syllables?
- Sentence level stress  
Is the student able to produce appropriate strong and weak stresses? Are content and function words unstressed? Is the major sentence stress on the appropriate words?
- Linking  
Is the student linking words appropriately within sentences?

**Consonants**

- Substitution  
Is the student substituting a different consonant for the appropriate one, i.e. /t/ for unvoiced /th/?
- Omission  
Is the student omitting consonants, i.e. /pey/ for /peys/?
- Articulation  
Is the consonant being properly articulated, i.e. /p/. Is /p/ aspirated word initially?
- Clusters  
Is the consonant properly articulated in clusters, i.e. the initial voiced /th/ in 'there', the /str/ in 'street'?
- Linking  
Is the consonant being properly linked in connected speech, i.e. are flaps produced in appropriate places?

**Vowels**

- Substitution  
Is the student substituting one vowel for another? i.e. /a/ for /æ/
- Articulation  
Is the student articulating vowel sounds properly, i.e. are the lips rounded for /y/, as in the double o sound in 'school'?
- Length  
Does the student have the appropriate length, i.e. the /e/ vowel in pronouncing /speed/ versus /sped/?
- Reduction  
Are vowels reduced in unstressed syllables, i.e. the second vowel in 'campus' pronounced as schwa?
- Linking  
Are vowels being properly linked across two word boundaries, i.e. two oranges?



## Integration of Grammar into the Curriculum

The 1970s saw a shift in emphasis from the teaching of language as a closed set of forms to the teaching of language as an open-ended series of communicative functions. In the classroom this led to a shift in emphasis from developing formal accuracy to developing functional fluency.

Today it is widely accepted that “ability to communicate is not obtained most quickly or efficiently through pure communication practice in the classroom -not, at least, within the framework of a formal course” ( Larsen-Freeman 1995). Findings of immersion studies suggest that when language learning is purely communicative, some linguistic features do not ultimately develop to target levels. (Lightbown & White 1987).

It is therefore no longer a question of whether to teach grammar in the classroom. It is a question of how. If the concept of grammar teaching is revised and it occupies its central place in the language curriculum, it becomes not discrepant but in harmony with educational and personal aspirations.

## Guidelines for Teaching Grammar

- The total programme should allow students to make discoveries about language by exposing them to a large quantity of language and encouraging them to experiment with its use in real communication. Students need to talk, read, and write extensively.
- Grammatical explanations and descriptions are valuable if they improve the efficiency of the language learning process. The nature and timing of grammatical descriptions should be carefully considered for each class. It should not be necessary to refer to complex theories or complex terminology in giving grammatical explanations.
- Knowing the rules underlying English usage refers not only to form but also to the function.
- Complete accuracy at each stage is an unrealistic expectation in any learning situation. By meeting structures in new and different contexts, over a period of time, and by trying them out in speaking and in writing, students gradually gain control over them.
- The organization and selection of structures in the course will depend upon the particular needs of the students. Structures should be introduced in many different contexts in a spiral arrangement.
- Grammar activities should be communicative and meaningful.



# Assessment and Evaluation

## Using a Variety of Assessment Strategies

The process of assessment includes any task a student performs in order to demonstrate knowledge or ability in the subject area. The teacher should use as many testing instruments as possible on as many occasions as possible to ensure valid and reliable indicators of student progress and attainment.

The following are some methods which may be used to evaluate student performance during this course:

### 1. Student-Teacher Conference

One of the best ways to help students revise a piece of writing is to discuss it with them. Talking with ESL students about their writing is sometimes the only way to find out what they were trying to say. Long conferences are not often practical in the high school setting. However, it is always possible to hold short conferences during class time when the other students are working in groups or revising their writing individually.

### 2. Peer Evaluation

If students know what to look for and how to look for it, they can be very helpful to each other during the writing process. However, it is rarely productive to merely ask students to exchange papers and mark their peers' work. Checklists provide guidelines for students to read and assess each other's work. A student composition photocopied and distributed can be analyzed in whole class or small group discussion. For example:

- what point is the writer making?
- what are the supporting ideas?
- what is good about this piece of writing?
- what could the author do to improve his/her writing?

Students can look at each other's grammar as well, as long as they have specific guidelines. For example:

- do all the verbs agree?
- is tense use consistent?
- is there subject/verb accord?

### 3. Self-Evaluation

ESL students need to read their own writing and to examine it critically. They also need to know when to edit their work. When students are writing a draft, they should be encouraged to get their ideas down on paper and not to worry about grammar and spelling. 'Mistakes' are perfectly acceptable at this stage.

Proofreading an entire piece of writing is often daunting. Students should be given checklists to encourage them to concentrate on one area at a time and they should always be given enough time to use these checklists, read their work aloud, and use a grammar book and a dictionary.

4. The Writing File

The teacher should keep samples of the student's written work. A file on each student provides the teacher with a record of progress and ensures that different types of writing have been completed. Many ESL students perceive their own offerings as meager in comparison to the quantity of writing done by their native English speaking peers. Cumulative writing files provide the students with concrete proof that they are indeed making progress.

5. Observation

All teachers use classroom observations during their day-to-day instruction. The challenge is how to organize and record the observations in a systematic way and to make effective use of the information. Without a coherent framework, teachers' observations run the risk of being fragmented and therefore pedagogically less useful.

Comparison of student performance with performance objectives indicates the extent to which students attain these objectives. If we wish the comparison to be a useful one, it is necessary for teachers to focus their observations primarily on the demonstration of the skills specified in the course. Focusing observations in this manner makes classroom observations manageable and systematic because it defines and delimits what is to be observed.

Checklists and rating scales are particularly useful for recording specific events and performance because they lend themselves to specificity and detail. This also means that they are not necessarily applicable or useful without modification in other instructional settings. Whether or not the content of existing checklists and rating scales is useful will depend on the particular syllabus and its objectives. When teachers are devising their own checklists and rating scales, it can certainly be useful to consult existing checklists and rating scales, but these should not be used as such without careful scrutiny.

Systematic observation of student performance can be viewed as 'testing'. Therefore, these methods of obtaining information should have the same properties as good tests.

## 6. Tasks

When selecting tasks to be used in evaluation, it is useful to consider the response characteristics of the task. These response characteristics can be described in general terms as close-ended, limited and open-ended.

In open-ended tasks the teacher has little knowledge beforehand of what the students will say or write and how they will express it linguistically. Open-ended tasks are suitable for assessing speaking and writing skills because they require language production. Examples of open-ended tasks are oral interviews, information gap activities, compositions, essays and term papers. Choice with respect to the ideas, concepts, details and linguistic forms is possible within such tasks.

Judgement is necessary in scoring open-ended tasks because one student's response is likely to be different from other student responses but no less correct or appropriate. Consequently, scoring open-ended tasks is much more demanding and requires more forethought than scoring close-ended tasks. Whereas the value of close-ended tasks is directly related to the care that goes into making them up, the value of open-ended tasks is related to the care that goes into scoring them.

To ensure that scoring is reliable and fair, attention must be put into deciding how to score such tasks before the scoring begins. It is advisable to develop a scoring 'protocol' which specifies the criteria to be used for evaluating the task. Students should know what 'counts' in evaluating their responses. In a written composition, for example, does spelling count? Is originality important? What exactly will be scored? What weight will different components of the compositions be given, i.e. how many marks will be awarded for content and how many for the various linguistic components?

## 7. Tests

Much diagnostic evaluation can be informal but formal diagnosis via tests and quizzes is also necessary, as tests seem to motivate students to study harder and the results are often taken more seriously than informal feedback. This is especially true for students coming from countries where formal evaluation is the norm. Note that students form much of their ideas of what is important to learn in a course by what the teacher gives the greatest weight to in his/her evaluation; thus evaluation has a direct effect on the direction and degree of student effort.



# Resources

## Teacher Resources

- *Echoes 11 and 12* (with teacher's guide)
- *Land, Sea and Time* (Books 2 and 3 with teacher's guide)
- *Reference Points*
- *Resource Lines 9/10*
- *Style and Substance* (teacher's guide)

## Student Resources

- *Advanced Learner's Dictionary* (Oxford University Press)
- *Macbeth* (parallel text version)
- *Style and Substance*
- One of the following novels:  
*Fahrenheit 451* - Ray Bradbury  
*The Perfect Storm* - Sebastian Junger  
*The Hobbit* - J. R. R. Tolkien  
*Night* - Elie Wiesel  
*Lord of the Flies* - William Golding

## Websites

(current at time of publication)

- [www.eslcafe.com](http://www.eslcafe.com)  
(The English Language Training College: Dave's ESL Cafe)
- [a4esl.org](http://a4esl.org)  
(Internet TESL Journal: Activities for ESL Students)
- [esl.about.com](http://esl.about.com)  
(‘What you need to know about’ Network: English as 2nd Language)
- <http://esl.fis.edu>  
(Frankfurt International School: A Guide to Learning English)
- <http://www.cp-pc.ca/>  
(The Cultural Profiles Project of Citizenship and Immigration Canada)
- <http://owl.english.purdue.edu/>  
(Online writing lab at Purdue University)





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# Appendix

## Reading Activities

### Communicative Reading

In a communicative approach to reading, students are first given a reason to read. An example might be the following scenario: You must plan a tour for some exchange students coming to St. John's during Easter weekend. They would like the tour on Tuesday or Wednesday between 9 A.M. and 5 P.M. They wish to visit places of historical interest and would like to go as one group. Read the texts describing a number of tours. Make a list of suitable tours and write a letter to the tour operators to obtain more information. In this activity, the information gathered from the reading becomes input for a writing activity.

### Information Gap/Jigsaw

In an activity based upon this procedure, information required for the completion of the target task is distributed in two or three different versions of a text. These texts are then made available to subgroups within the class such that each group will obtain only some of the information required for the target task. Students read their text and exchange information so that information gaps are filled and the target task is completed. For example, two versions of a short mystery story might be distributed. Version 1 contains clues not available in Version 2 and vice versa. Students must read their text and exchange information to solve the mystery.

### Reading Re-tells

After an appropriate pre-activity, the class is divided into two groups A and B, each group having one of a set of related texts. Students read their text in class (or outside the class for more complex texts). Then, within their groups, students work in pairs or triads to complete one of several comprehension tasks set according to the level of the students or the difficulty of the text. The questions should be of sufficient difficulty that students are required to pool the information they get from the reading and discuss possible answers with other members of the group. The teacher prepared worksheets help students focus on important information.

After completing their comprehension tasks, students are asked to regroup in pairs. Each pair comprises one student from the original group A and one from B. The partners take turns explaining the information in their texts, using the worksheets they have completed as an organizational framework and as an aid to memory. The listener is expected to ask for clarification and additional information and to note down the main points of the partner's presentation on a worksheet.

Because the students have been working in pairs and groups on different texts, there is a need for a final step to synthesize the information. One way to accomplish this is to have a short wrap up class discussion. Students could be given copies of all texts, with or without worksheets to read in class or at home. Thus, within the re-tell activity, the student has:

- read a challenging passage;
- completed a comprehension task through interaction with students who have the same text;
- presented new information to people who did not have the same text;
- listened actively making brief notes;
- practised the functions of asking for clarification and additional information;
- reconstructed some or all of the information received during the activity.

## **Reconstructions**

The text is presented either in an incomplete or rearranged form. The students' task is to restore it to its original or most plausible form. There are many ways of doing this:

- present students with only the end (or the beginning or the middle). Students must predict the missing part;
- present a poetry text as a prose text (or vice versa). Students must decide how to restore it to its original layout;
- delete the names of the characters who are speaking in a play, novel or short story. Students must ascertain the correct speaker from the dialogue;
- splice together two or more texts. These may be poems, articles or paragraphs from stories. Students have to disentangle the texts.

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## Reductions

Students are invited to shorten the text by removing certain elements. Teachers can direct students to:

- remove authorial comments, descriptive passages and interior monologues;
- remove genre markers (items which help identify a text as belonging to a particular genre);
- remove a character from a novel or a short story (This activity would necessarily involve rewriting);
- reduce the text to zero by progressively removing one word or phrase at a time. Each resulting version has to be grammatically correct and meaningful.

## Matching

In matching activities, the students must find correspondences between two sets of items. For example:

- beginnings and endings are presented. Students decide which beginnings correspond with which endings;
- quotations are given. Students decide which characters spoke the lines;
- students match authorial comment with gaps in the text;
- students match one fragment of a dialogue with another;
- students match descriptive words with a character in a text.

## Ranking

In ranking activities, the students have to decide upon ordering of texts or items from the most to the least suitable for a given purpose. For any given series of texts, students may be asked to rank the passages in order from:

- most to least formal;
- most to least contemporary language;
- richest to poorest vocabulary load.

## Comparison and Contrast

Students are given two texts in parallel, usually on a related topic or theme. They then note points of similarity and difference. For example students compare and contrast:

- myths and folktales from different countries;
- characters from the same or different texts;
- poems of a related theme by the same author;
- the author's use of literary devices.

## Writing Activities

### 1) Composing

This type of activity is concerned with the pre-writing and drafting stages during which writers get their ideas together, make rough plans or formulate mental outlines, and develop a sense of direction as they begin to draft their writing. The following are some examples of the activities used in the pre-writing stage:

- gathering information
- pyramid planning
- making mind maps
- using a diagram of ideas
- brainstorming
- using questionnaires
- interviewing people
- conducting a survey
- observing and making notes

### 2) Communicating

Skilled writers are sensitive to their audience. Less skilled writers produce what can be called ‘writer based’ rather than ‘reader based’ prose; that is, writing which focuses on the topic at the expense of the reader, and as a result is ambiguous and presents ideas less clearly.

The tasks described below focus on the need to develop a strong sense of audience. They demonstrate ways in which the teacher can provide a range of contexts for classroom writing.

#### *Giving Directions*

Divide students into pairs. Ask one student to locate a place on a street map which is his or her real or imagined home. Ask each partner to write a letter to the other sending a party invitation which includes directions to his/her home. The address should be given without the street or number. The directions should begin with reference to a landmark which is clearly marked on the map, for example, “Get off the bus at Bannerman Park”. Then ask each student to give the letter to his or her partner to trace the directions on the map and name the destination.

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There is an element of task dependency here, as the task cannot be completed without clear directions. It is particularly useful for students who have newly arrived in the area.

### *Jigsaw Story Writing*

The use of picture stories to stimulate narrative writing in ESL is well established. This task uses a picture story and the principle of information gap to create task dependency. Each student has only one picture from a sequence, and students are required to pool their knowledge in order to piece the story together.

Place students in pairs/triads. Give each pair/triad one of the pictures. Working together within the group, students write paragraphs describing events in their picture. In order to ensure coherence, suggest that everyone work in the past tense. When the paragraphs are completed and agreed upon, each student writes down his/her own copy.

Collect the pictures. Then reorganize the class into groups of five, each student having a description of one picture in the story. Ask students to assemble the parts to produce a logical story with appropriate cohesive devices, tense sequences etc.

A final stage could be reading the completed versions aloud to compare and assess them.

### *Asking and Giving Advice*

A popular activity in ESL, writing letters to 'Dear Abby', can be modified into pair or group work in order to provide an audience, as well as a sequence of activities which work on the task dependency principle.

A preparatory stage is needed for the teacher and class to discuss the concept of the advice column. Authentic examples from newspapers should be used as a reading activity to introduce the topic and provide models for the language.

Ask each student, pair or group to think of a problem and formulate a letter to Dear Abby. When students have completed their letters, they exchange them with another student, pair or group whose task it is to prepare possible answers and write a reply in the role of Abby.

*Writing Letters of Invitation*

It is common in ESL classrooms to ask students to fill in a diary as a basis for language practice in giving, accepting and declining invitations.

Ask students to fill in the blank pages of their diaries with a predetermined number of appointments, real or imagined. The teacher should ensure that students have a sufficient number of appointments so that two students may well have simultaneous engagements. Students should not see each other's diaries so that an information gap is created.

Ask students to work in pairs. All students should write a letter to their partner inviting them to do something the following week. The letters can then be exchanged and students refer to their diaries to see whether or not they are able to accept the invitation. Students write a reply, accepting or declining the invitation. If they cannot accept, they should suggest an alternative arrangement.

*Matching Descriptions to Pictures*

Teachers need pictures of people cut from magazines/books. The pictures should be chosen for clarity, a degree of distinctiveness in the characters and should ideally show more than just the face or head, that is, some indication of clothing would be useful.

Take one of the pictures for preparatory work with the whole class. Display it to students and elicit adjectives, descriptive phrases, and sentences for describing the person shown.

Use the language collected in this way to write a description with the students, asking them to suggest a logical organization and the structure of sentences. Alternatively, display a prepared description as a model. Give each of the students one of the pictures, asking them to keep it concealed from the others. They should then write a similar description.

Collect the pictures and completed descriptions. Display all the pictures on the wall and number them. Shuffle the descriptions and give them out to students, ensuring that every student has someone else's text. Students then try to match the descriptions with the pictures.



*Writing to Real People*

Teachers will need an assortment of newspapers and magazines. Take an interesting advertisement or small ad and discuss its language and content. Elicit from the class what needs to go into a letter of inquiry. Show a prepared letter of enquiry as a model and point out important aspects of layout, appropriate endings etc.

Give students time to browse through a newspaper to find an advertisement of interest. (This part of the activity becomes a useful skim reading session). When students have selected an advertisement, monitor them as each one writes a letter.

Many students want to actually send their letters. It is particularly motivating for students to discover that they can write a letter in English and receive information of personal interest as a result. The letters and brochures they receive are in themselves useful authentic reading materials and may give rise to further correspondence.

The above mentioned tasks are merely examples of the multitude of tasks which can be completed in the communicating stage of the writing process.

**3) Crafting**

Successful authoring implies having a sense of purpose and a sense of audience. However, it should not preclude attention to another aspect of writing, that of crafting. This is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an overall structure.

The crafting process allows the students to focus on:

- form: e.g. letters, technical reports, memos etc. All have different forms which may have to be learned;
- discourse organization: Classroom writing tasks can make explicit reference to different types of discourse organization;
- cohesive devices: Activities which focus on reference, conjunction, substitution, ellipses and lexical relationships show students how these devices signal the relationship between ideas;
- choice of vocabulary: The selection of appropriate words to communicate precise meanings, to create an effect or to develop a theme is very important. Work on vocabulary building is essential in the writing process.

Students will be expected to write texts from all of the following categories: personal writing, study writing, creative writing, public writing, social writing and institutional writing.

#### **4) Expansions**

Students are asked to add certain elements to a text. For example, students:

- expand a narrative by adding what happened before or after it;
- add one or more lines or verses to a poem;
- add an event or expand upon one that is only marginal in the text;
- add fictional footnotes or an introduction to a given text;
- add descriptive passages or interior monologues to a text;
- add character sketches to a text.

#### **5) Media Transfer**

This involves the transfer of information in a text from one medium into another. For example:

- information from texts is transferred into some visual representation, i.e. charts, maps, diagrams and flow charts;
- students use information from the text to create ‘wanted’ posters, obituaries, medical reports, or diaries for characters;
- students transform one kind of text into another i.e. a poem into a newspaper article, an internal monologue into a letter and a narrative text into a screenplay.

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## Listening Activities

### Non linguistic response/ short response

This type of activity is good for helping students to focus on the listening itself because they are not distracted by the need to take down words. Examples of this type of activity might include the following scenarios:

- students hear a description or a conversation and have to decide, from the selection offered, which picture is the right one;
- two or three sets of pictures are presented to the students who then listen to a story and try to decide which set of pictures represents the story;
- students listen and put a given set of pictures in sequence;
- students listen and follow a route on a road plan or a map or mark the direction of the flow of blood in the body on a diagram;
- students listen and complete a grid to record bus or plane arrivals/departures;
- students listen and fill in details on a graph;
- students listen and label diagrams and pictures.

### Listening Re-tells

These activities use the same principle as the Reading Re-Tells. Students:

- listen to a challenging passage;
- complete a comprehension task through interaction with students who listened to the same passage;
- present new information to people who did not listen to the same passage;
- listen actively making brief notes;
- practise the functions of asking for clarification and additional information;
- reconstruct some or all of the information received during the activity.

## **Speaking Activities**

A wide variety of activities can be used to practise speaking in the ESL classroom, including role play, group discussions, drama, debates, consensus activities, surveys, monologues, dialogues, conversations, interviews and projects. Four of these are outlined below.

### **Role Playing**

Role playing usually involves giving students a situation and related character roles to act out. This activity permits practice of dialogues in a non-threatening context that mimics real life. Before the students arrive, choose or develop a role-play scenario (conversation between parents and children or two friends over a controversial issue). Preteach any necessary grammar and vocabulary. Divide the class into pairs and give each pair a role-play card. Give each pair/group time to read their card and prepare for their role play. Then all pairs improvise their dialogues simultaneously, with no audience. Volunteers can be asked to perform their role plays for the class.

### **Group Discussions**

Group discussions are especially effective because they require the participation of all students in an open-ended discussion. Divide the class into groups (minimum three per group). Assign each group a topic and give students time to write five open-ended or opinion questions related to the topic. Give students 10 - 15 minutes to discuss their topic in their group, with each person responsible for leading the discussion on his or her five questions. The discussion leader must ensure that everyone asks and answers all questions. When the time is up, have students pass their topic card to the group on their right and repeat the procedure.

**Monologue Activities**

A monologue activity is an activity in which the student speaks on his or her own for a sustained period, without interacting with others. These include informal speeches, presentations, storytelling, etc. The advantage of monologues is that they demand extended, albeit perhaps slightly unnatural, discourse on the part of the student. One example of a monologue is the “two-minute speech”. Prepare a list of topics (ex: my hero, my fondest memory, my favourite sport, my best vacation, etc.) and have each student select a topic on which he or she must present a two-minute, semi-impromptu talk. Give the student time to prepare what he or she wants to say and locate any specific vocabulary and language required. Randomly select students to present to the class.

**Media Projects**

Media projects also provide a vehicle for speaking practice. For example, students can prepare and present a news program. Provide each student or group of students with a different section of the day’s newspaper which they must prepare to present on a simulated newscast. For example, students responsible for the news portion can select one paper to present orally, students with weather can present the forecast, students with the entertainment section might do a movie review, concert listings or interview with a celebrity. The newscast can be videotaped for viewing and analysis later.





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