

# EAL 771A



ENGLISH AS AN ADDITIONAL LANGUAGE

**EAL771A**



## Curriculum Guide



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## Foreword

The purpose of the English as an Additional Language (EAL) curriculum is to guide the development of EAL education, teaching, and learning.

EAL curriculum focuses on the study of English by non-native speakers. The term English as an Additional Language acknowledges that students are speakers of at least one home language. In some instances, students may speak English that varies significantly from the English used in English-speaking Canadian society. These learners may also require EAL support. In some literature, EAL is referred to as English as a Second Language (ESL) or English Language Learner (ELL).

The EAL771A Curriculum Guide has been developed to support teachers in the implementation of EAL curriculum for senior high “later-to-literacy” (Helmer & Eddie, 2008, p.3) students.

The EAL771A Curriculum Guide is part of the literacy continuum offered by the 700 EAL courses (EAL701A, B, C, & D) and the PEI English Language Arts Curriculum.

As a foundational course, EAL771A aims at developing students’ foundational English language competency as well as foundational literacy. Therefore, the course focuses on students acquiring not only the English code but also on students developing an awareness of the Canadian and the PEI cultural patterns.

The EAL771A course is organized into three main units.

- Language competence
- Sociolinguistic competence
- Socio-cultural competence

## Background Information

The landscape of teaching and learning English as an Additional Language (EAL) has been rapidly shifting the Canadian education context. Prince Edward Island (PEI) has not been the exception to these changes. New immigration policies have transformed the PEI school population and dynamics. As a result, the increasing cultural diversity of PEI schools presents new challenges as well as new opportunities for the Island students, educators, administrators, policy makers, and researchers.

Senior high students with limited prior schooling are one of the groups of the diverse and multicultural PEI school population. Later-to-literacy students face the complex task of developing literacy skills for the first time while simultaneously learning a new language. In other words, they are required to learn English and learn through English.

In agreement with the Common European Framework of Reference (CEFR, 2007) for language and development, the EAL771A Curriculum Guide stresses the idea that language is central to the challenges posed by migration and the integration of immigrants into Canadian society. Learning Canadian English and developing literacy skills is a fundamental path for later-to-literacy students so to facilitate their successful transition into PEI schools and the overall PEI society.

### Essential Graduation Competencies (EGCs)

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

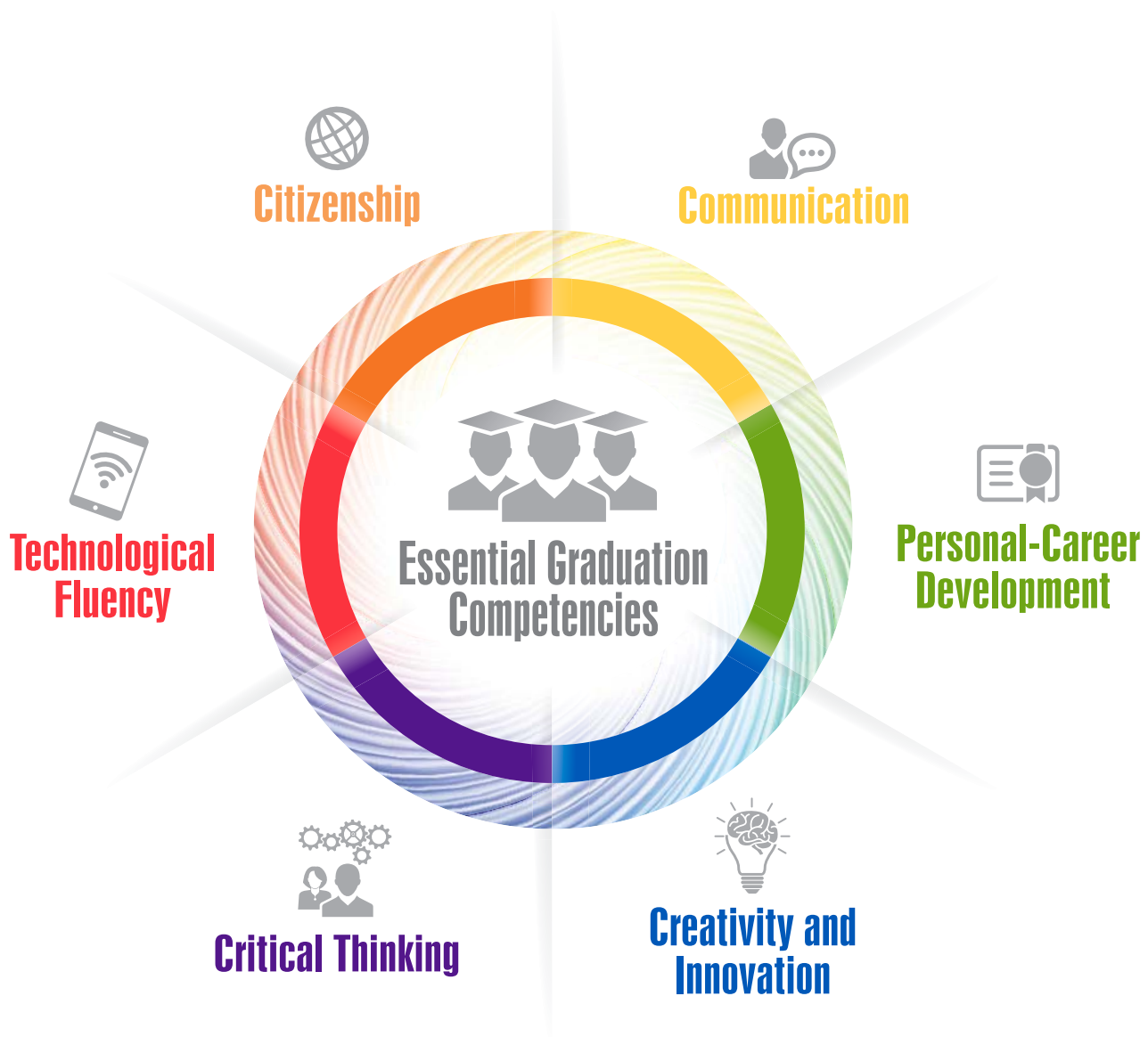


Figure 1. *Essential Graduation Competencies*



## Essential Graduation Competencies—Definitions

### Critical Thinking



Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

### Technological Fluency



Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.

## Citizenship



Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion;
- promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.

## Communication



Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

## Personal-Career Development



Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

## Creativity and Innovation



Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

### Who are the PEI EAL Senior High students?

The development of children and youth is no longer conceived as universal and linear; rather, it is understood as a biography nested within complex societies and systems (Furlong, Cartmel, Biggart, Sweeting, & West, 2003; Tilleczek, 2013; Tilleczek et al., 2010).

The EAL771A curriculum is framed within a contextual view of development that situates EAL youth biographies (being) at the center of complex nested systems (home country, new country, home language, family, school) as they become and develop a sense of belonging within the PEI community.



The graphic represents spiral processes of youth development (Tilleczek et al., 2010) within the PEI culture. These processes involve the youth identity, literacy level, home language, home experiences, as well as the youth relationships (face to face and digital) with families, peers, schools, and workplaces.

EAL students (and their families) pass through periods of cultural adjustment after arriving, and may be coping with feelings of homesickness and loneliness. The adjustment process can be particularly complex for adolescents, as they may have not had a voice when leaving their home country and could also be facing expected emotional and physical adolescent transitions.

Students who are new to Canada usually experience the following stages of cultural adjustment. Please note that the sequence of these stages may vary from student to student.

- The honeymoon stage: students experience feelings of excitement and nervousness in regards to their new environment.
- The cultural shock stage: students experience frustration of navigating the new culture.
- The recovery stage: students feel more confident and they start to understand cultural differences.
- The acculturation stage: students feel at ease in the new culture.

Some students experience a silent period in which they mostly listen to the new language without producing it.

Please see “Who are the PEI EAL senior high students” (p.2) in the EAL771A support document for additional information.

## Curriculum Design

The EAL student is a student for whom English is an additional language. In PEI some EAL students have not been born in Canada. These youth might be:

- Youth whose families have chosen to leave their home country.
- Youth whose families have been forced to leave their home country.
- Youth who arrive as international students (might return home after school).

Immigrant youth arrive on PEI from different cultural, political and religious contexts. Within their *biographies* they bring:

- rich life experiences,
- personal and familiar “funds of knowledge” (Moll, Amantti, Neff, & Gonzalez, 2014),
- a motivation to enlarge their culture,
- international views and perspectives,
- curiosity,
- a desire to preserve their identity and biography (*being*),
- a desire to learn and succeed (*becoming*),
- a desire to fit in and to make friends (*belonging*),
- a desire for a better future in Canada, and
- a desire for peace.

Immigrant youth that arrive on PEI with none or limited literacy background are a highly diverse group. Within their *biographies* they might:

- have not had the opportunity to attend school on a regular basis,
- have had no schooling at all,
- have had significant gaps in their learning and limited opportunities to develop age-appropriate language and literacy skills in their first language,
- have little or no experience with print,
- have minimal understanding of the role of literacy,
- have limited or no awareness of schooling and school culture,
- lack confidence and self esteem,
- have experienced emotional trauma as a result of life experience (e.g. war, life in refugee camps, violence, famine, poverty, natural disasters, and/or political instability), and/or
- have strong survival skills, resilience and perseverance.

Like all students in PEI, youth who are later to literacy:

- have a right to formal education,
- can learn and be successful, and
- need to see themselves as learners.

# Principles Underlying the EAL Curriculum: A Focus on Later-to-Literacy Students

### The Variable of Time

Learning an additional language is a complex process that develops over time and varies greatly from learner to learner. These variations are generally impacted by students' ages, prior personal and school experiences, as well as by their own learning abilities.

Most EAL learners are able to function effectively and confidently in everyday language situations within a year or two. For example, they can follow classroom directions and maintain simple conversations about familiar topics and routines. During this time, they also acquire a basic vocabulary of high-frequency words and phrases. However, it can take much longer (seven years or longer, Coelho, 2004) for EAL students to become proficient in academic language (e.g., abstract concepts and vocabulary).

For later-to-literacy students attending Senior High school, EAL learning is a complex and challenging process in which they are expected to develop English proficiency as well as foundational literacy in an extremely short time frame.

### The EAL Learning Trajectory

EAL learning is a process. This process is both similar to and different from learning a first language. Students recommended for EAL771A can be characterized as pre-literate (Ministry of Education, British Columbia, 2001). Pre-literate students may have limited or interrupted formal schooling experiences in their home language/s.

Students' previous experiences with literacy in their home language/s impact their possibilities of transferring cognitive or literacy-related skills, both to and from English. Allowing students to transfer prior knowledge to new experiences is critical for their successes and for enhancing their understanding of English.

## Curriculum Design

The acquisition of a new language varies from student to student. However, research indicates that in general learners seem to follow similar stages (Krashen & Terrel, 1983).

Table 1. Stages of Language Acquisition

Stage	Characteristics	Time	Teacher Prompts
<b>Pre production</b>	The student: <ul style="list-style-type: none"> <li>has minimal comprehension;</li> <li>nods “yes” and “no”;</li> <li>draws and points.</li> </ul>	0-6 months	<ul style="list-style-type: none"> <li>Show me...</li> <li>Where is...?</li> <li>Who has...?</li> </ul>
<b>Early production</b>	The student: <ul style="list-style-type: none"> <li>has minimal comprehension;</li> <li>produces one-or-two word responses;</li> <li>participates using key words and familiar phrases;</li> <li>uses present tense verbs.</li> </ul>	6 months to 1 year	<ul style="list-style-type: none"> <li>Yes/no questions</li> <li>Either/or questions</li> <li>One-or-two word answers</li> <li>Lists</li> <li>Labels</li> </ul>
<b>Speech production</b>	The student: <ul style="list-style-type: none"> <li>has good comprehension;</li> <li>can produce simple sentences;</li> <li>makes grammar and pronunciation errors;</li> <li>frequently misunderstands jokes.</li> </ul>	1 to 3 years	<ul style="list-style-type: none"> <li>Why...?</li> <li>How...?</li> <li>Explain...?</li> <li>Phrase or short sentence answers</li> </ul>
<b>Intermediate fluency</b>	The student: <ul style="list-style-type: none"> <li>has excellent comprehension;</li> <li>makes few grammatical errors.</li> </ul>	3 to 5 years	<ul style="list-style-type: none"> <li>What would happen if...?</li> <li>Why do you think...?</li> </ul>
<b>Advanced fluency</b>	The student has near native level of speech.	5 to 7 years	<ul style="list-style-type: none"> <li>Decide if...</li> <li>Retell...</li> </ul>

*Please note that the rate of production of these stages is affected by literacy in one's first language.*

### Guiding Teaching Principles

The following principles inform the EAL771A course planning, teaching, and assessment:

**a. The use of oral language:** oral language supports the development of reading and writing skills and paves the way for transferring knowledge into literacy tasks. Oral language should be the starting point of EAL771A course lessons. Teachers and good role models' "talk" is fundamental for students' exposure to the rules of English pronunciation and oral communication patterns. Later-to-literacy students should be supported to communicate orally using key English words and familiar expressions within safe and highly structured situations. Students should also be encouraged to use their home language when communicating orally. Students' home language is a valuable resource that fosters English learning and the development of metacognitive processes.

**b. Learner-centered:** teaching should be contextualized in real-world language experiences that respond to youths' backgrounds, learning needs, and interests.

**c. Integrated thematic approach:** by planning through age-relevant themes, teachers provide opportunities for meaningful language practice. Further, themes provide "structure to the course in a way that is concrete and recognizable for learning" (CLB, 2017, p. 22). The EAL771A SCOs guide theme planning.

Please see "Guiding Teaching Principles" (p.5-7) in the EAL771A support document for additional information.

### Assessment

Assessment is the systematic process of gathering information about students' learning. At the foundational level, this information will be compiled in a student's portfolio.

The EAL771A portfolio will hold evidence of a student's progress in meeting EAL771A SCOs, as well as supporting the identification of the student's future learning needs for EAL701A and EAL701B.

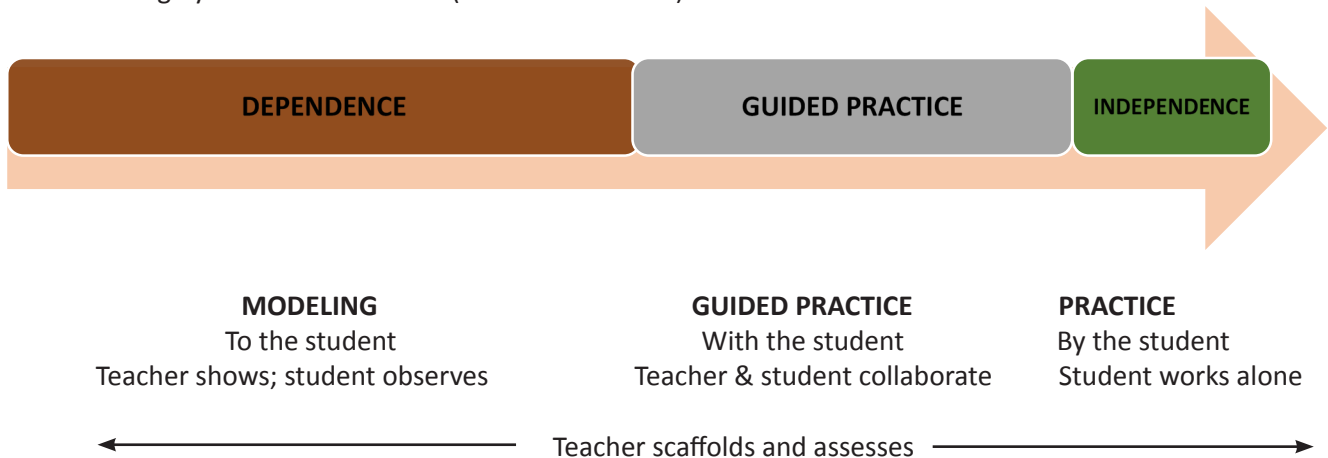
Please see "Assessment" (p.8) in the EAL771A support document for additional information.



### Gradual Release of Responsibility (GRR)

The GRR model offers an integrated approach for theme planning and assessment. As students develop and accomplish language competencies, the teacher moves back and forth within this process (Arnet, 2013). Within this model, students move from high levels of teacher support to students' independent practice.

During the foundational phase, EAL771A teacher's scaffolding should be weighted on modeling (teacher shows, student observes/imitates) as well as on shared and guided practice (teacher and student work together). At the foundational level, students' independent practice is understood as applying and executing (Bloom, 1956) of learned facts and procedures in highly structured contexts (See tables 7 and 8).



It is important to consider that the weight between *dependence-guided practice-independence* will shift as the students follow the EAL courses continuum. Therefore, it is expected that students' independent work will be heavier in EAL701D.

Please see "the black master folder" in the EAL771A support document for additional information.

## Unit Structure

Table 2 provides a short overview of each unit. The SCOs and achievement indicators starting on page 20 give more detail and context.

Table 2. EAL771A Units

Units	Description
<b>Language Competence</b>	Language learning is the foundation of literacy development. The development of language competencies, including listening, speaking, viewing, representing, reading, and writing is fundamental for the integration of EAL youth into the host society. EAL students' learning must focus on supporting processes that include both English as a tool for meaning-making and as an object of learning.
<b>Sociolinguistic Competence</b>	Sociolinguistic competence refers to the understanding of social rules of language; for example, levels of formality and particular language styles (e.g., "Good morning Mr. Brown," "What's up?"). EAL students need to be taught how communication is influenced by variations in the setting and the purpose of the language exchange.
<b>Socio-cultural Competence</b>	Socio-cultural competence implies the knowledge of functional language, customs, rules, beliefs, and principles of a given society; for example, the use of gender identity language and symbols in Canadian culture (e.g., gender neutral washrooms). As a key component of communicative competence, socio-cultural understanding gives EAL students the ability to communicate properly, situationally, and culturally.

### Specific Curriculum Outcomes (SCOs)

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to... .

### Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO. Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome.

It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to... .

### Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

## Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive target of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication.

## Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identify(ies) the cognitive process dimension.

Table 3. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
<b>Remembering</b>	Retrieve, recall, and/or recognize specific information or knowledge from memory.
<b>Understanding</b>	Construct meaning from different sources and types of information, and explain ideas and concepts.
<b>Applying</b>	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
<b>Analysing</b>	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
<b>Evaluating</b>	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
<b>Creating</b>	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

## Knowledge Dimension

The knowledge dimension classifies four types of knowledge, ranging from concrete to abstract, that learners may be expected to acquire or construct. These types of knowledge include factual, conceptual, procedural, and metacognitive. The noun(s) or noun phrase(s) included in a specific curriculum outcome represents the type of knowledge for the knowledge dimension.

Table 4. Bloom's Taxonomy—Knowledge Dimension

Category	Description
<b>Factual</b>	The basic elements students must know to be acquainted with a discipline or solve problems in it (e.g., knowledge of terminology; knowledge of specific details and elements).
<b>Conceptual</b>	The interrelationship among the basic elements within a larger structure that enables them to function together (e.g., knowledge of classifications and categories, knowledge of theories, models, and structures).
<b>Procedural</b>	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (e.g., knowledge of subject-specific skills and algorithms, knowledge of subject-specific techniques and methods, knowledge of criteria for determining when to use appropriate procedures).
<b>Metacognitive</b>	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition (e.g., strategic knowledge, knowledge about cognitive tasks, including appropriate contextual and conditional knowledge, self-knowledge).

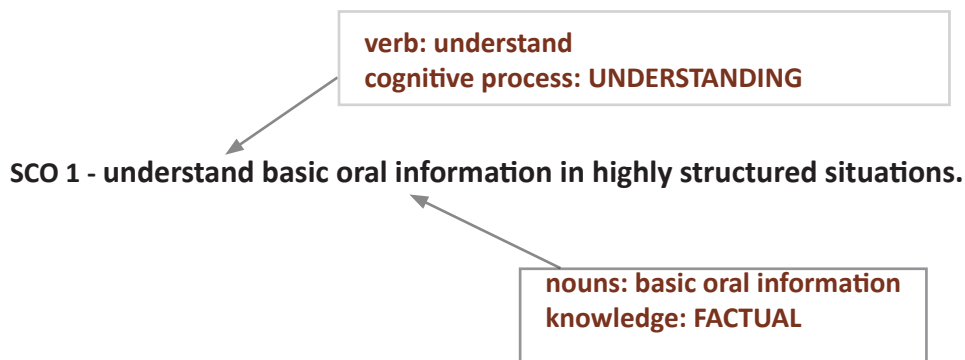
## Taxonomy Tables

Combining the cognitive process dimension and knowledge dimension into one taxonomy table helps teachers to visualize the overall expectations. As teachers reflect deeply and collaborate to identify the types of cognition and knowledge required by each outcome, they will be better able to plan what student achievement will look, sound, and feel like in the learning environment, leading to student achievement of the outcomes at the targeted level.

The taxonomy tables in the PEI curriculum guides are constructed as two-dimensional tables where the knowledge dimension forms the vertical axis and the cognitive process dimension forms the horizontal axis. This results in a 24-cell matrix on which any specific curriculum outcome can be classified in terms of both dimensions.

## SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relate(s) to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.



## Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements for a given course.

Table 5. Details of Curriculum Guide Layout

Feature	Description
<b>Unit Name</b>	Appears in the upper left hand corner.
<b>Taxonomy Table</b>	Appears in the upper right hand corner and is specific to the given outcome.
<b>SCO Block</b>	Appears in the coloured box; may contain a scope and sequence chart.
<b>AI List</b>	Appears in the body of the page immediately following the SCO.
<b>EGC Map</b>	Appears at the bottom of the page.
<b>Scope and Sequence Chart</b>	Appears to within the SCO Block.

# Curriculum Design

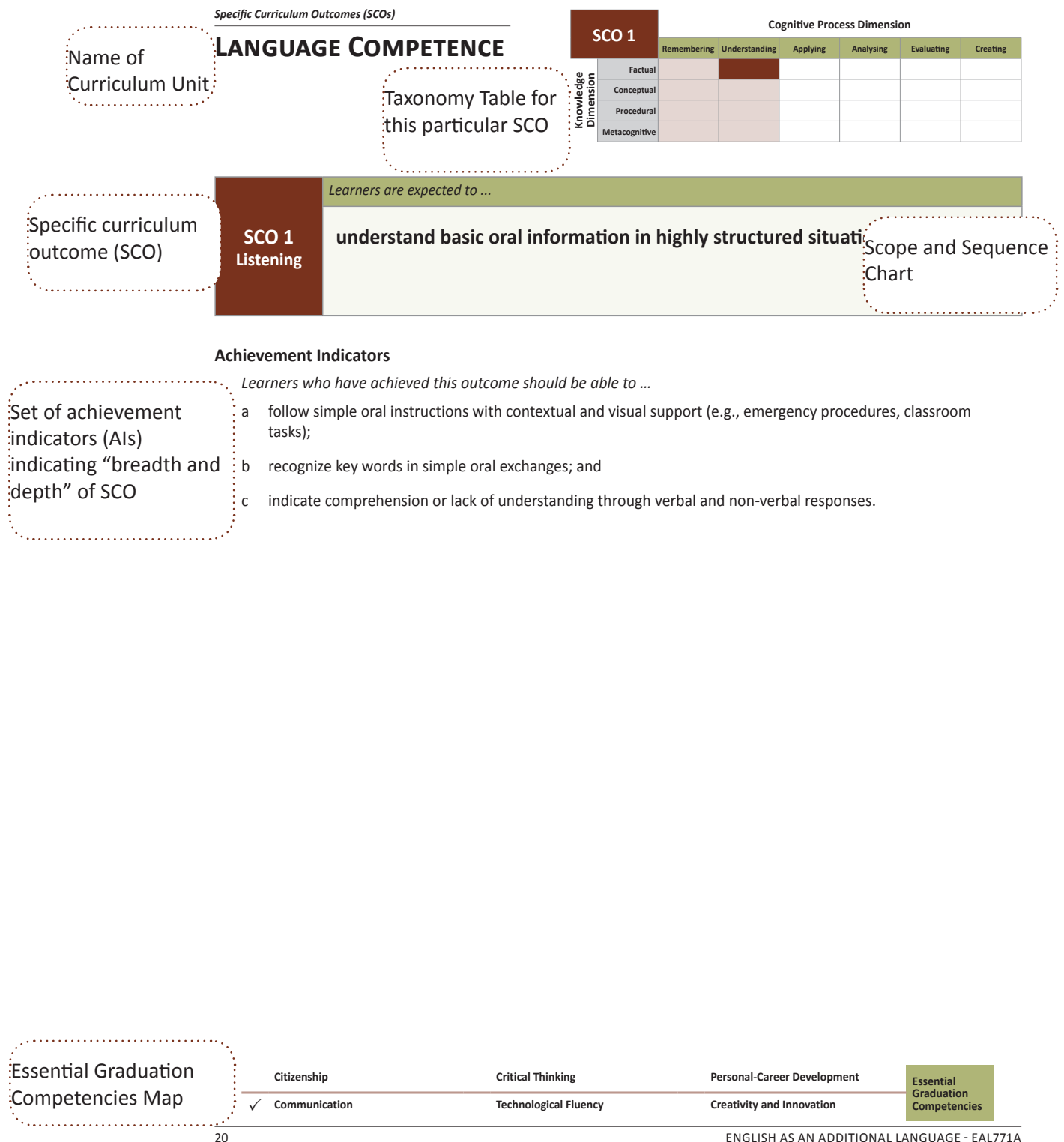


Figure 2. Sample of a curriculum guide page

Footer indicates the Program Name, the Course Name and the Course Code

## Outcome Summary

The outcomes of EAL771A are categorized into three units (Language Competence, Sociolinguistic Competence, and Socio-cultural Competence). Table 6 below shows the summary of curriculum outcomes for EAL771A. Each outcome with its related achievement indicators and elaborations can be found starting on page 20.

Table 6. Summary of Curriculum Outcomes

Unit	Code	Learners are expected to ...
Language Competence	SCO 1	understand basic oral information in highly structured situations.
	SCO 2	use basic English vocabulary and simple phrases when interacting in highly structured situations.
	SCO 3	participate in basic communicative exchanges in highly structured situations (school and community).
	SCO 4	understand meaning in a variety of basic texts.
	SCO 5	understand basic concepts of print.
	SCO 6	use different multiliteracy modes to communicate.
	SCO 7	practice basic concepts of print.
Sociolinguistic Competence	SCO 8	demonstrate social rules that are important for English language use.
	SCO 9	use simple digital literacy tools with support.
Socio-cultural Competence	SCO 10	demonstrate functional English language in culturally appropriate ways.
	SCO 11	demonstrate functional English language related to school procedures, routines, and schedules.



## Application of Bloom's Taxonomy in EAL771A

The table below shows where EAL771A outcomes sit within Bloom's Taxonomy. This should serve as a guide to the breadth and depth to which you cover an outcome. Refer to page 14 and page 15 for descriptions of the Cognitive Process and Knowledge Dimensions. Please note that Understanding and Applying are strongly featured in the EAL771A outcomes as instruction should be focused on developing students' understanding of new knowledge (facts and procedures). Applying during this foundational phase implies students *executing* learned facts and procedures in familiar and highly structured situations.

Table 7. Bloom's Taxonomy Table for EAL771A Course

		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual		SCO 1				
	Conceptual		SCO 4, SCO 5, SCO 7	SCO 2, SCO 6, SCO 8, SCO 9, SCO 10, SCO 11			
	Procedural			SCO 3			
	Metacognitive						

The following verb chart (Table 8) will provide guidance as to the intended cognitive process that is associated with each verb in the context of the guide. It is important to note that some verbs could easily appear in different cognitive process levels, but have been placed as indicated because of the nature of the task. The verb PRACTICE, for example, could be found under the APPLYING level in some curricula, but what students are asked to do within EAL771A puts this verb at an UNDERSTANDING level.

Table 8. EAL771A Verb List

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
follow locate memorize mimic operate recall recognize rehearse rely retrieve	ask distinguish engage form identify monitor practice understand write	apply demonstrate initiate interact manage participate use			

# LANGUAGE COMPETENCE

SCO 1		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 1 Listening	Learners are expected to ...
	<b>understand basic oral information in highly structured situations.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- follow simple oral instructions with contextual and visual support (e.g., emergency procedures, classroom tasks);
- recognize key words in simple oral exchanges; and
- indicate comprehension or lack of understanding through verbal and non-verbal responses.

Citizenship

Critical Thinking

Personal-Career Development

**Essential  
Graduation  
Competencies**

✓ Communication

Technological Fluency

Creativity and Innovation

## Elaborations

The purpose of this outcome is to support students' development of receptive oral language abilities in familiar contexts (e.g., through classroom role play).

This outcome provides opportunities for teachers to focus on basic structural competencies in English, including pronunciation, simple sentence patterns, and simple vocabulary.

Students should have access to models of effective speakers so they can learn to imitate and become familiar with the rhythm and the intonation patterns of English words. Listening activities must be supported by experiential, kinesthetic, and visual support as well as by continuous highly stressed repetition of words and sounds.

When possible, students should be allowed to rely on home language (code switch) to understand the meaning of new English words and phrases.

See support document with suggested learning activities, resources, and assessment tools.

# LANGUAGE COMPETENCE

SCO 2		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 2 Speaking	Learners are expected to ...
	use basic English vocabulary and simple phrases when interacting in highly structured situations.

## Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a use contextual and visual support (e.g., signs, flashcards) to learn English vocabulary;
- b memorize English words and simple phrases (see EAL771A English Language chart);
- c mimic and rehearse English words and simple phrases; and
- d use short memorized phrases to talk about personal and familiar topics.

Citizenship

Critical Thinking

Personal-Career Development

**Essential  
Graduation  
Competencies**

✓ Communication

Technological Fluency

Creativity and Innovation

## Elaborations

The purpose of this outcome is to support students in building oral language as a foundation for literacy development. Strong oral skills support the development of the other literacy competencies and pave the way for transferring knowledge into literacy skills.

Language acquisition at the foundational stage focuses mostly on the initial development of Basic Interpersonal Communications Skills (BICs) (Cummins, 1981) in highly structured classrooms and/or community situations (e.g., when visiting the library).

See support document with suggested learning activities, resources, and assessment tools.

Table 9. EAL771A English Language Chart

Part of Speech	Description
Nouns	Count nouns: singular/plural of regular and high frequency words (e.g., house/houses; man/men) Cardinal numbers See also Functional language charts (see tables 10 and 11)
Pronouns	Subject pronouns: I, you, he, she, it, we, they Possessive adjectives: my, your, his, her Possessive pronouns: mine, yours, his, hers
Verbs	To be: I am, he is, she is, there is, there are To have: I have, he has, she has Simple present Can: for ability (e.g., I can draw) and for permission (e.g., Can I borrow a book?)
Adjectives	Emotions (e.g., happy, sad, scared, tired, confused, sick, hungry)
Memorized phrases	Hello, my name is _____. I am ____ years old. I am from _____. I speak _____. I live with _____. I need help. I am lost. I don't understand.
Memorized questions	Could you repeat, please? Where is the ____? What's your name?
Memorized negation	Yes/No I like/I don't like _____. I eat/ I don't eat _____.
Prepositions	In, on, under, right, left, to, from, behind

# LANGUAGE COMPETENCE

SCO 3		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 3 Speaking & Listening	Learners are expected to ...
	<b>participate in basic communicative exchanges in highly structured situations (school and community).</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a interact with peers, teachers, and members of the community;
- b initiate interactions with others;
- c follow rules of turn-taking;
- d answer basic questions (e.g., “What’s your name?”, “How old are you?”);
- e use basic memorized questions and statements (e.g., “Could you repeat, please?”, “My name is \_\_\_\_\_”); and
- f enhance verbal communication skills based on self, peer, and/or teacher feedback.

Citizenship

Critical Thinking

Personal-Career Development

**Essential  
Graduation  
Competencies**

✓ Communication

Technological Fluency

Creativity and Innovation

## Elaborations

The purpose of this outcome is to develop students' understanding and application of simple communicative skills and strategies. The focus of the outcome is on students transferring, executing, and implementing English language knowledge in familiar and structured situations (e.g., during classroom role-play activities or by using simple greetings and questions during community visits).

During the foundational phase, teachers should guide students to focus on general patterns of information in simple oral exchanges.

Students should be allowed to experiment and take risks to speak English in small groups, during community visits, and/or in simple interactions with teachers and school staff.

It is important to note that during the foundational stage some students might choose to observe rather than to participate orally in learning situations. You could support this expected behavior by providing opportunities to communicate using a variety of multiliteracies as well as by inviting these students to work in small group and/or in one-on-one settings.

See support document with suggested learning activities, resources, and assessment tools.

# LANGUAGE COMPETENCE

SCO 4		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 4 Viewing & Reading	Learners are expected to ...
	<b>understand meaning in a variety of basic texts.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a recognize that print, illustration, and symbols carry meaning;
- b retrieve meaning from a variety of basic texts in a range of contexts (e.g., maps, street signs, warnings, community symbols); and
- c recall basic information carried by basic print, illustrations, and symbols (e.g., familiar words, letters, numbers and signs).

Citizenship

Critical Thinking

Personal-Career Development

**Essential  
Graduation  
Competencies**

✓ Communication

Technological Fluency

Creativity and Innovation



## Elaborations

The purpose of this outcome is to provide later-to-literacy students with the opportunity to explore and create meaning out of visual and simple printed text forms.

Students may demonstrate this outcome by heavily relying on visual cues, oral language, and in some cases, prior experiences.

This outcome provides opportunities for teachers to introduce students to simple English text as well as to integrate curriculum with different learning experiences. For example, while participating in a cooking class, students could explore images and simple words in cookbooks, cooking websites, as well as in community restaurant and coffee shop signs and menus.

When possible, teachers should provide a multilingual visual and reading environment to support later-to-literacy students' path to English as well as for facilitating their initial confidence and self-identity.

See support document with suggested learning activities, resources, and assessment tools.

# LANGUAGE COMPETENCE

SCO 5		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 5 Viewing & Reading	Learners are expected to ...
	<b>understand basic concepts of print.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a recognize all upper and lower case letters of the Roman alphabet;
- b distinguish upper and lower case letters;
- c recognize the numbers 0-20;
- d distinguish letters from numbers;
- e recognize that letters have a sound and a name;
- f recognize basic concepts of print including directionality, words, and space;
- g recognize some book components (e.g., cover, pages, page number); and
- h engage in reading like behaviours (e.g., holding a book, pointing left to right).

Citizenship

Critical Thinking

Personal-Career Development

**Essential  
Graduation  
Competencies**

✓ Communication

Technological Fluency

Creativity and Innovation

## Elaborations

During the foundational phase, written texts should be relevant and contain single high-frequency words, some single low-frequency words, or up to three-word phrases. At the foundational stage reading should be supported by realistic and meaningful photographs, drawings, and/or images.

This outcome provides opportunities for teachers to foster English and home language reading and viewing as a source of interest, enjoyment, and information.

See support document with suggested learning activities, resources, and assessment tools.

# LANGUAGE COMPETENCE

SCO 6		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 6 Representing & Writing	Learners are expected to ...
	<b>use different multiliteracy modes to communicate.</b>

## Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a use drawing, painting, sculpture, drama, and/or music to represent ideas; and
- b use drawing, music, painting, sculpture, drama, and/or music to share home culture.

Citizenship

✓ Communication

Critical Thinking

Technological Fluency

Personal-Career Development

✓ Creativity and Innovation

**Essential  
Graduation  
Competencies**

## Elaborations

The purpose of this outcome is to engage students with visual and verbal modes of communication. A multiliteracy approach provides opportunities for teachers to support students' expression of their cultural background as well as to develop ownership of their learning process. Furthermore, multiliteracy modes of representation such as drawing pave the way for students' writing development.

This outcome provides opportunities for teachers to integrate curriculum across subject areas, for example, students may engage with this outcome as they participate in art or digital literacy activities.

See support document with suggested learning activities, resources, and assessment tools.

# LANGUAGE COMPETENCE

SCO 7		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 7 Writing & Representing	Learners are expected to ...
	<b>practice basic concepts of print.</b>

## Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a form letters and numbers;
- b copy letters, words, and memorized phrases; and
- c monitor printing to check for errors.

Citizenship

Critical Thinking

Personal-Career Development

**Essential  
Graduation  
Competencies**

✓ Communication

Technological Fluency

Creativity and Innovation

## Elaborations

The purpose of this outcome is to engage students with the mechanisms of writing. Special attention should be given to pencil grip as well as students' remembering left-to-right and top-to-bottom directionality.

Students should also be allowed to experiment and take risks with writing. Writing should happen for a known purpose, in a predictable context, and composed of words already in students' regularly-used vocabulary.

During the foundational phase teachers should model writing. For example, while thinking aloud teachers should compose simple pieces of writing such as "I can read".

See support document with suggested learning activities, resources, and assessment tools.

# SOCIOLINGUISTIC COMPETENCE

SCO 8		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 8 Language Social Rules	Learners are expected to ...
	<b>demonstrate social rules that are important for English language use.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a recognize that there are differences between school, home, and community registers and behaviours;
- b use greetings and farewells according to the situation (e.g., "Good morning," "Hey," "What's up?"); and
- c use polite behaviours (e.g., raising hand) and basic language related to it (e.g., "Please", "Excuse me", "Thank you").



## Elaborations

Sociolinguistic competence refers to the understanding of social rules of language. At the foundational stage, later-to-literacy students have limited understanding of how variations in the setting, the purpose of the language exchange, and the social situation influence communication. Hence, later-to-literacy students need explicit teaching and modeling of the sociolinguistic components of language.

The purpose of this outcome is to support students' understanding of how their use of language is affected by different contexts and situations.

See support document with suggested learning activities, resources, and assessment tools.

# SOCIOLINGUISTIC COMPETENCE

SCO 9		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 9 Digital Literacy	Learners are expected to ...
	<b>use simple digital literacy tools with support.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a operate digital technologies with guided step-by-step instruction (e.g., log in, log out, username and password);
- b locate apps and programs with guided step-by-step instruction;
- c use the English keyboard (e.g., shift key, space bar, upper and lower case);
- d use school collaborative technologies; and
- e use technology safely and appropriately (e.g., username, password).

Citizenship

✓ Communication

Critical Thinking

✓ Technological Fluency

Personal-Career Development

Creativity and Innovation

**Essential  
Graduation  
Competencies**

## Elaborations

The purpose of this outcome is to provide students with opportunities to explore and practice the use of digital technologies that may be used in their daily Canadian life.

Students should be encouraged to safely experiment and practice with different technologies regularly.

This outcome provides opportunities for teachers to integrate curriculum with different experiences, for example, when using different literacy modes (multiliteracies) to represent personal ideas.

See support document with suggested learning activities, resources, and assessment tools.

# SOCIO-CULTURAL COMPETENCE

SCO 10		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 10 Functional Language	Learners are expected to ...
	<b>demonstrate functional English language in culturally appropriate ways (see Functional Language Chart).</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a demonstrate understanding of safety words, symbols, and signs;
- b understand emergency procedures (e.g., calling 911);
- c memorize vocabulary related to community services (e.g., hospital, grocery store);
- d use numeracy concepts appropriately in highly structured situations (e.g., Canadian money values, prices);
- e recognize the role of diversity in Canadian culture (e.g., how one identifies, cultural background);
- f recognize the importance of respecting others (e.g., personal space, use of scents); and
- g distinguish similarities and differences between home and Canadian culture (e.g., symbols, food, weather, clothing).

## Elaborations

The purpose of this outcome is to support later-to-literacy students in becoming aware of socio-cultural norms, behaviors, and functional language that might enhance their adaptation trajectory.

At the foundational level, later-to-literacy students need explicit teaching of the Canadian and PEI social situations where language takes place.

This outcome provides opportunities for teachers to integrate curriculum with different experiences. For example, students may engage with this outcome as they visit PEI community sites and focus on viewing and learning about symbols (e.g., flags, restrooms, street signs) that display values of diversity and inclusion.

See the support document with suggested learning activities, resources, and assessment tools.

Table 10. Functional Language Chart

Topic	Description
Self	Introductions, address, school attending, family doctor, Student ID card.
Safety	Help! I am lost Exit Fire drill Lock down drill School bus number
Numeracy	Numbers: cardinal numbers (1 to 31) and ordinal numbers (first to tenth) Canadian currency (How much?, dollar/s, cents, coin, loonie, toonie) Canadian measurement (weight/ height) Time (e.g., calendar, clock, watch)
Hygiene	Hand washing Washroom etiquette Scents
Canada	Weather Weather statements (weather warnings, storm days) Symbols (e.g., flag)
Community	Public transportation Essential shopping (e.g., grocery store, pharmacy, gas station) Public places (e.g., school, hospital, police department, library, park) Signs (e.g., STOP, EXIT, crosswalk, hospital, poison) Clothing Food Meals
Calendar	Days of the week Months of the year Canadian holidays Birthdays School calendar Short form for dates
People	Family members Occupations

# SOCIO-CULTURAL COMPETENCE

SCO 11		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 11 Functional Language	Learners are expected to ...
	<b>demonstrate functional English language related to school procedures, routines, and schedules (see Functional Language Chart).</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a follow school schedules and classroom activities with step-by-step instruction and support;
- b memorize vocabulary related to classroom and school;
- c use words and short memorized phrases to interact in different school settings;
- d understand roles of staff and students;
- e participate in different classroom work strategies (e.g., find a learning partner, engage respectfully in group activities, complete a group task);
- f manage personal school resources and materials (e.g., personal notes, books); and
- g understand that making mistakes is part of the process of learning.

## Elaborations

The purpose of this outcome is to support later-to-literacy students in becoming aware of the PEI school culture. Learning about school culture implies learning about new ways to interact, learning about new social situations, as well as learning about the PEI school structures.

School culture and school language might be unfamiliar to later-to-literacy students.

These youth might need special and individualized attention (e.g., by being partnered with a Canadian peer) to make connections with peers and staff, as well as for finding pathways of interest for personal growth.

Please see support document with suggested learning activities, resources, and assessment tools.

Table 11. Functional Language Chart

Topic	Examples
Routines	bell, lunch, schedule, assessment, class, one-hour delay schedule
Rooms	classroom, cafeteria, washroom, principal's office, gym, library, field, courtyard, Student Services
Objects	desk, chair, pencil, notebook, book, laptop, screen, whiteboard
Actions	read, write, listen, draw, group, match, underline, circle, choose
Subjects	Math, English, EAL, Phys Ed, Music, Social Studies, Science, Health (focus only on school subjects students are currently enrolled in.)
People	teacher, principal, counsellor, librarian, peer helper, secretary

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