

Course rationale: Senior EAP Literacy

This course has been developed to meet the English language learning needs of students who need to achieve university entrance literacy standards at NCEA level 2 and who need to improve academic English language skills in order to achieve in other learning areas.

Target students are in year 12/13 and are permanent residents or international fee-paying students. The students are a working at ELLP & ELIP stage 3 or above. Some students will need longer to achieve at this level. They will be assessed using NCEA English level one standards and will move into a modified level 2 course the following year.

Topics have been chosen that connect with students' prior knowledge and experiences and that facilitate assessment with English unit standards.

Opportunities for multi-levelling

This course could be multi-levelled by including assessment using the following ESOL level 3 and English level 1 unit standards

- English unit standard 8812, Produce transactional written texts in simple forms
- English unit standard 8808, Read an inclusive range of written texts and record the reading experience
- ESOL unit standard 17144, Write information texts
- ESOL unit standard 17363, Read independently information texts

Note that multi-levelling requires new assessment materials and tasks on the same topic at a level appropriate to the alternative standards selected e.g. reading texts at a lower curriculum level for 8808, assessment materials that reflected the requirements of the alternative standards. Particular care must be taken that students are aware of the performance criteria of the units they are working towards and have the opportunity to meet all of the requirements.

Multi-levelling opportunities have also be provided in the on-going programmes as outlined below.

COURSE OUTLINE: Senior EAP Literacy				NZC level 5-7
Duration: One year				
Ongoing programmes				
Achievement objectives: English Levels 5-7				
Processes and strategies Use appropriate processing and comprehension strategies to think critically about texts		Ideas Reach considered understanding about ideas within, across and beyond texts.		
Language features Has an increasing vocabulary that can be used to make meaning of text		Structure Develop and communicate selected, considered ideas on a range of topics Organise texts using a range of appropriate, coherent and effective structures		
Principles: with an emphasis on the following:				
High expectations		Inclusion		Learning to learn
Values: with an emphasis on the following:				
Excellence		Integrity		Diversity
Key Competencies	Topics and language features	Content and language learning outcomes	Differentiation	Assessment
Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding. Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, heritage sense of self and importance of heritage.	Vocabulary development based on use of a range of strategies including <ul style="list-style-type: none"> • dictionary use; • word parts; • word cards; • test/check/retest; • key word strategy. 	Students will: <ul style="list-style-type: none"> • become familiar with and use a range of vocabulary learning strategies; • learn unknown vocabulary from the Academic Word List (AWL); • learn topic related vocabulary; • learn vocabulary from other subject areas. 	Additional support: Some learners will work at the 2000 word list level. Extension: Learners will have opportunities to work at a faster pace – making progress to the 3000 word list and more generalised vocabulary.	Informal assessment: <ul style="list-style-type: none"> • Teacher observation Summative assessment <ul style="list-style-type: none"> • Weekly test based on AWL • Peer testing of topic and subject related vocabulary

<p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p>Extensive reading Across a inclusive range of texts that takes account of</p> <ul style="list-style-type: none"> • genre; • culture; • gender. <p>Reflective journals Weekly reflection on learning and strategy use.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read a wide range of texts independently; • record the reading experience by keeping a reading log; • write personal responses to texts. <p>Students will: keep a reflective journal in which they note</p> <ul style="list-style-type: none"> • key learning points; • strategy use; • effectiveness of strategies; • reflections on learning progress. 	<p>Additional support Extensive modelling and group work based on texts of different genres each term. Students not yet ready to read and be assessed at this level will work with texts suitable for English level one unit standard 8808 or complete formative assessments for us 8808.</p> <p>Additional support Sentence starters and writing frames will be provided for selected students.</p>	<p>Informal assessment</p> <ul style="list-style-type: none"> • Teacher–student conferencing <p>Formative assessment Students will complete one formative assessment each term focusing on the different text types required by the standard.</p> <p>Summative assessment English unit standard 12905 <i>Read an inclusive variety of written texts and record the reading experience.</i></p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student conferencing
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Teacher resources	Student resources
<p>Print</p> <p>Vocabulary – The card method File, Kieran. (2008). Classroom vocabulary learning cards: Observations and implementation of a classroom direct vocabulary learning technique, <i>The TESOLANZ Journal</i>, 16, 11-21. Nation, I.S.P. (2001). <i>Learning Vocabulary in Another Language</i>. Cambridge, England: Cambridge University Press. (p.302-316).</p>	<p>Print</p> <p><i>The Academic Word List Workbook and Assessments</i>, Dee Publications</p> <p>School and local libraries</p>
<p>Electronic</p> <p>Vocabulary development http://www.victoria.ac.nz/lals/staff/Averil-Coxhead/awl/thesublists.html http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Content-knowledge/Vocabulary/Knowledge-of-English-vocabulary http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Content-knowledge/Vocabulary/Knowledge-of-English-vocabulary/NCEA-Vocabulary</p>	<p>Electronic</p> <p>Interactive word tests www.lextutor.ca/</p>

COURSE OUTLINE: Senior EAP Literacy				NZC level 5-7
Duration: Term 1				
Achievement objectives: English Levels 5-7				
Processes and strategies Use appropriate processing and comprehension strategies to think critically about texts		Ideas Reach considered understanding about ideas within, across and beyond texts Develop and communicate selected, considered ideas on a range of topics		
Language features Has an increasing vocabulary that can be used to make meaning of text		Structure Organise texts using a range of appropriate, coherent and effective structures		
Principles: with an emphasis on the following:				
	High expectations	Cultural diversity	Coherence	
Values: with an emphasis on the following:				
	Excellence	Diversity	Equity	
Key Competencies	Topics and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p>Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing</p>	<p>Topic: <i>Life experiences</i></p> <p>Reading: Read texts and write reading logs and personal responses to texts about life experiences.</p> <p>Language features</p> <ul style="list-style-type: none"> • Simple present tense • Simple past tense • Passive voice • Modals • Technical language • Adjectives • Detailed noun groups • Evaluative language • Compound and complex 	<p>Students will: read texts and write a reading logs and personal responses to texts that</p> <ul style="list-style-type: none"> • are formative assessments produced under guidance e.g. joint constructions, modelling; • are summative reading logs of texts read independently; • use appropriate text structure; • include name of text and author; • record the date of reading; • give a personal response 	<p>Additional support:</p> <p>Students not yet ready to read and be assessed at this level will work with texts suitable for English level one unit standard 8808 or will complete formative assessments for us 8808.</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Peer assessment • Self-assessment • Teacher-student conferencing <p>Formative assessment One formative reading log and personal response for English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i></p> <p>Summative assessment Two reading logs and personal responses for</p>

<p>on personal knowledge and intuitions.</p>	<p>sentences.</p> <p>Speaking and listening: Interview a class member and answer interview questions.</p> <p>Language features</p> <ul style="list-style-type: none"> • 'Wh' question forms • Negation • Short answer forms • Simple present tense • Simple past tense • Future tense forms • Pronouns • Conjunctions • Contractions <p>Writing: Write extended transactional texts (biographies)</p> <p>Language features</p> <ul style="list-style-type: none"> • appropriate text structure; • paragraphs with topic sentences and supporting detail; • temporal connectives; • present and past tense verb forms; • complex noun groups. 	<p>supported by two specific details from the text.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Interview a class member • record the results of the interview • be interviewed by a class member • respond appropriately to question <p>Students will: write biographies that develop and sequence ideas logically, have supporting details, use appropriate writing conventions and are crafted to publication standard.</p> <ul style="list-style-type: none"> • One formative text produced under guidance e.g. joint construction • One summative assessment written independently 	<p>Additional support: Students not yet ready to read and be assessed at this level will work with texts suitable for English level one unit standard 8812 or ESOL level 3 unit standard 17144.</p>	<p>English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i></p> <p>Informal assessment</p> <ul style="list-style-type: none"> • Teacher observation and monitoring <p>Formative assessment One formative essay for English unit standard 8825, <i>Produce transactional written texts in complex forms.</i></p> <p>Summative assessment One essay for English unit standard 8825, <i>Produce transactional written texts in complex forms.</i></p>
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Teacher resources	Student resources
<p>Print</p> <p>Writing ELIP Stage 3 15c and d</p> <p>Speaking and listening: ELIP Stage 3, 2a and b</p>	<p>Print</p> <p><i>I Have in My Arms Both Ways: Stories by Ten Immigrant Women.</i> A.Jansen. <i>Amongst Ghosts –Memories and thoughts of a NZ-Chinese family:</i> Learning Media <i>The priceless gift and other short stories</i> S. Weng. Singapore. <i>The Art of Walking Upright:</i> G. Colquhoun. Wellington. <i>Ihimaera: His best short stories.</i> W.Ihimaera <i>The Whale Rider.</i> W. Ihimaera. <i>Bend it like Beckham.</i> D. Dhami. <i>Leaving One-Foot Island.</i> G.Lay <i>I wouldn't thank you for a Valentine.</i> Ed Carol Ann Duffy</p>
<p>Electronic</p> <p>Teaching sequence: 'I have in my arms both ways' unit standard 12905 http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/arms/home_e.php</p>	<p>Electronic</p> <p>Biographies http://www.bham.wednet.edu/bio/biomaker.htm http://www.carolhurst.com/subjects/biographies.html</p>

COURSE OUTLINE: Senior EAP Literacy				NZC level 5-7
Duration: Term 2				
Achievement objectives: English Levels 5-7				
Processes and strategies Use appropriate processing and comprehension strategies to think critically about texts		Ideas Develop and communicate selected, considered ideas on a range of topics		
Language features Has an increasing vocabulary that can be used to make meaning of text		Structure Organise texts using a range of appropriate, coherent and effective structures		
Principles: with an emphasis on the following:		High expectations	Treaty of Waitangi	Coherence
Values: with an emphasis on the following:		Excellence	Equity	Integrity
Key Competencies	Topic and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, heritage sense of self and importance of heritage.</p>	<p>Topic: <i>Bullying / Discrimination</i></p> <p>Reading Language features Refer to Term 1 Reading</p>	<p>Students will: Read texts and write reading logs and personal responses to text that</p> <ul style="list-style-type: none"> • use appropriate text structure; • include name of text and author and record the date of reading; • give a personal response supported by two specific details from the text. 	<p>Additional support: Alternative assessment for students not yet ready for assessment at this level</p> <p>Reading</p> <ul style="list-style-type: none"> • English unit standard 8808, (using appropriate texts) • Formative work for us 8808 <p>Writing</p> <ul style="list-style-type: none"> • English unit standard 8812. • ESOL unit standard 17144 	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self and peer assessment using checklists <p>Formative assessment One formative reading log and personal response for English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience,</i> produced under guidance e.g. joint constructions, modelling</p>

<p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p>Speaking and listening Prepare and deliver a short talk in a seminar format.</p> <p>Language features</p> <ul style="list-style-type: none"> • Appropriate structure • Connectives • Conjunctions • Word chains • Oral presentation devices to emphasise main points and sustain interest e.g. repetition, use of inclusive language. <p>Writing: Write extended transactional essays (information reports).</p> <p>Language features</p> <ul style="list-style-type: none"> • Appropriate text structure • Paragraphs with topic sentences and supporting detail • Temporal connectives • Complex noun groups • Present, past tense and verb forms • Nominalisation • Exemplification 	<p>Students will:</p> <ul style="list-style-type: none"> • prepare and deliver a short talk that develops and communicates ideas, information and understandings; • grade others and own work using a prepared checklist. <p>Students will: write information reports (one formative and one summative) that develop and sequence ideas logically, have supporting detail, use appropriate writing conventions and are crafted to publication standard.</p> <ul style="list-style-type: none"> • One formative text produced under guidance e.g. joint construction • One summative assessment written independently 		<p>Summative assessment Three reading logs and personal responses for English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i></p> <p>Informal assessment</p> <ul style="list-style-type: none"> • Peer assessment using checklists <p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self and peer assessment using checklists <p>Formative assessment One formative essay for English unit standard 8825, <i>Produce transactional written texts in complex forms.</i></p> <p>Summative assessment One essay for English unit standard 8825, <i>Produce transactional written texts in complex forms.</i></p>
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Teacher resources	Student resources
<p>Print</p> <p>Reading ELIP Stage 3, 7a-d, 11a</p> <p>Writing ELIP Stage 3, 15c and d</p> <p>Speaking and listening: ELIP Stage 3, 2a and b</p>	<p>Print</p> <p>Reading <i>Masques and Roses.</i> Witi Ihimaera <i>Bred in South Auckland.</i> Glenn Colquhoun <i>Asians 'bullied in NZ schools'</i> <i>Weekend Herald</i> 5th April 2003</p>
<p>Electronic</p> <p>http://www.cepnz.co.nz/bully.html</p> <p>http://www.police.govt.nz/service/yes/teachers.html</p> <p>http://www.tki.org.nz/r/governance/positive_behaviours/bullying_resources_e.php</p>	<p>Electronic</p> <p>Resources for writing</p> <p>Newspaper <i>Bullying the second highest in the world.</i> Dominion Post retrieved from http://www.stuff.co.nz/national/761211 <i>What effect does bullying have on young people?</i> The Guardian, retrieved from http://www.guardian.co.uk/society/2009/apr/15/young-people-bullying <i>Sticks and Stones.</i> The Listener, April 24th, 2004 retrieved from http://www.listener.co.nz/issue/3337/columnists/1846/sticks-and-stones.html <i>Discrimination at work 'common'.</i> BBC News retrieved at http://news.bbc.co.uk/2/hi/europe/3019505.stm <i>Chinese discrimination row.</i> BBC News retrieved at http://news.bbc.co.uk/2/hi/asia-pacific/1159758.stm</p> <p>Websites Bullying http://www.nobully.org.nz/guidelines.htm http://www.kenrigby.net/ http://www.stopbullyingnow.com/ Discrimination http://www.eeoc.gov/types/index.html</p>

COURSE OUTLINE: Senior EAP Literacy				
Duration: Term 3			NZC level 5-7	
Achievement objectives: English Levels 5-7				
Processes and strategies Reach considered understanding about ideas within, across and beyond texts.			Ideas Develop and communicate selected, considered ideas on a range of topics	
Language features Has an increasing vocabulary that can be used to make meaning of text			Structure Organise texts using a range of appropriate, coherent and effective structures	
Principles: with an emphasis on the following:				
		High expectations	Community engagement	Learning to learn
Values: with an emphasis on the following:				
		Excellence	Community and participation	Equity
Key Competencies	Topic and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing</p>	<p>Topics:</p> <ul style="list-style-type: none"> • <i>Junk Food / Fat Tax</i> • <i>Anti-smacking legislation</i> <p>Reading Language features Refer to Term 1 Reading.</p>	<p>Students will: read texts and write reading logs and personal responses to text that</p> <ul style="list-style-type: none"> • use appropriate text structure; • include name of text and author and record the date of reading; • give a personal response supported by two specific details from the text. 	<p>Additional support Alternative assessment for students not yet ready for assessment at this level</p> <p>Reading</p> <ul style="list-style-type: none"> • English unit standard 8808, (using appropriate texts) • Formative work for us 8808 <p>Writing</p> <ul style="list-style-type: none"> • English unit standard 8812. • ESOL unit standard 	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher-student conferencing <p>Formative assessment Produce under guidance e.g. joint construction, modelling</p> <ul style="list-style-type: none"> • One formative reading log and personal response for English unit standard 12905, <i>Read an inclusive variety of written texts and record</i>

<p>on personal knowledge and intuitions.</p>	<p>Speaking and listening Prepare and deliver an oral text.</p> <p>Language features</p> <ul style="list-style-type: none"> • Appropriate structure • Connectives • Conjunctions • Use of modals • Oral presentation devices to emphasise main points and sustain interest e.g. repetition, use of inclusive language <p>Writing Write extended transactional texts (persuasive texts).</p> <p>Language features</p> <ul style="list-style-type: none"> • Appropriate text structure • Paragraphs with topic sentences and supporting detail • Temporal and causal connectives • Complex noun groups • present, past tense and verb forms • Passive voice • Modals • Nominalisation 	<p>Students will: Deliver a speech on a specified topic that</p> <ul style="list-style-type: none"> • develops and communicates ideas information and understandings; • uses a range of oral language features to create meaning and effect and sustain interest. <p>Students will: write persuasive texts (one formative and one summative) that</p> <ul style="list-style-type: none"> • develop and sequence ideas logically; • have supporting details; • use appropriate writing conventions; • are crafted to publication standard. 	<p>17144</p>	<p><i>the reading experience.</i></p> <ul style="list-style-type: none"> • One formative speech for AS1.7 <i>Deliver a speech in a formal situation.</i> • One formative essay for unit standard 8825, <i>Produce transactional written texts in complex forms.</i> <p>Summative assessment</p> <ul style="list-style-type: none"> • Three reading logs and personal responses for English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i> • One essay for English unit standard 8825, <i>Produce transactional written texts in complex forms.</i>
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Teacher resources	Student resources
<p>Print</p> <p>Reading ELIP Stage 3, 7a-d, 11a</p> <p>Writing ELIP Stage 3, 15c and d</p> <p>Speaking and listening: ELIP Stage 3, 2a and b</p>	<p>Print</p> <p><i>Should a smack as part of good parental correction be a criminal offence in New Zealand?</i> Weekend Herald, 25th July, 2009</p>
<p>Electronic</p> <p>Teaching sequence: "Fat Tax" http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Teaching-and-learning-sequences-units/Archived-ESOL-Online-units/Secondary-ESOL/Literacy-Standards-for-University-Entrance/Fat-tax</p>	<p>Electronic</p> <p><i>Anti Smacking Legislation.</i> Otago Daily Tomes Online http://www.odt.co.nz/opinion/your-say/61243/anti-smacking-legislation <i>FC head restates reasons for backing the anti smacking legislation</i> http://www.guide2.co.nz/politics/news/fc-head-restates-reasons-for-backing-anti-smacking-legislation/11/7785</p> <p><i>Push for tax on junk food'</i> New Zealand Herald, August 7th, 2003, retrieved at http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=3516837</p> <p><i>'Number of obese children triples in eleven years'</i> New Zealand Herald, March 23, 2004, retrieved at http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=3556167</p>

COURSE OUTLINE: Senior EAP Literacy				NZC level 5-7
Duration: Term 4				
Achievement objectives: English Levels 5-7				
Processes and strategies Use appropriate processing and comprehension strategies to think critically about texts		Ideas Develop and communicate selected, considered ideas on a range of topics		
Language features Has an increasing vocabulary that can be used to make meaning of text		Structure Organise texts using a range of appropriate, coherent and effective structures		
Principles: with an emphasis on the following:				
		Future focus	Coherence	
Values: with an emphasis on the following:				
		Excellence	Integrity	
Key Competencies	Topic and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p>Topic: <i>Completing assessment portfolio</i></p> <p>Reading: Read a wide range of texts and record the reading experience.</p> <p>Language features Refer to Term 1</p> <p>Writing: Write extended transactional texts</p> <p>Language features Refer to term 1</p>	<p>Students will: read texts independently and complete reading logs and personal responses for English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i></p> <p>Finalise transactional texts for English unit standard 8825 that</p> <ul style="list-style-type: none"> develop and sequence ideas logically; have supporting detail; use appropriate writing conventions; are crafted to publication standard. 	<p>Additional support Resubmission and resit opportunities for the unit standards identified above.</p>	<p>Summative assessment One reading log and personal response for English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i></p> <p>Further assessment opportunities, if required, for</p> <ul style="list-style-type: none"> English unit standard 8825, <i>Produce transactional written texts in complex forms.</i> English unit standard 12905, <i>Read an inclusive variety of written texts and record the reading experience.</i>

Final evaluation of course	Suggested changes
<p data-bbox="190 347 752 376">Collate comments from student evaluations</p> <p data-bbox="190 619 909 647">What impact did my teaching have on student learning?</p> <p data-bbox="190 855 528 884">What evidence do I have?</p>	<p data-bbox="1167 347 1832 376">What would I plan to do differently next time? Why?</p>