

Adult Basic Education

English Language Arts

English 2011 Speaking and Listening

Curriculum Guide

Suggested Resources: *ResourceLines 9/10*

Level II English Courses

English 2011

English 2012

English 2013

English 2014

English 2015

English 2016



Table of Contents

To the Instructor.....	3
Recommended Evaluation.....	7
English 2011 General Curriculum Outcomes.....	7
Unit 1: Oral Communication--Learning Outcomes.....	8
Unit 2: Speaking and Listening Techniques--Learning Outcomes.....	11
Unit 1: Oral Communications--Suggestions for Teaching, Learning and Assessment....	12
Unit 2: Speaking and Listening Techniques--Suggestions for Teaching, Learning and Assessment.....	14

To the Instructor

ABE Level II English Program

ABE Level II is meant to be a transition program. ABE students who are assessed and placed in Level II will mainly be adults who completed ABE Level I, who did not progress to senior high school, who have very limited Senior High School credits in core subject areas, who have been out of formal schooling for a long time, and/or who need to refresh English, Mathematics and Science skills before entering ABE Level III.

ABE Level II students do not have to complete all six Level II English courses to move into ABE Level III English. The decision to do all or some of the six Level II English courses will be made based the instructor's assessment using all appropriate considerations (school report cards, high school transcripts, standardized test results, interviews, student's intended Level III graduation profile, student's employment history, student's intended post-secondary aspirations, student's employment goals, student's progress in Level II English courses, and/or any other relevant consideration).

The Level II English program is meant to provide adult learners with an education in English Language Arts that is approximately equivalent to that in grades 7 to 9 in the Newfoundland and Labrador school system. There are six strands of English Language Arts that are fundamental to the ABE Level II English curriculum; these are:

- Speaking and Listening
- Reading and Writing
- Viewing and Representing

English 2011 Speaking and Listening

English 2011 is the first in a series of six Level II English courses. It is meant to provide ABE students with an overview of good speaking and listening techniques. It will also give students the opportunity to create a brief presentation.

This course is divided into two units. *Unit 1: Oral communications* provides ABE students with the opportunity to reflect critically on an example of recent oral communication in their own lives. Students will be asked to determine the context of this oral communication, they will identify the speaker and listener, and they will also evaluate the message communicated. Students will also have an opportunity to reflect on the importance of interacting with sensitivity and respect when speaking and listening. An applied listening exercise is provided in the **Required Work** section where students will listen critically and analytically.

Unit 2: Speaking and Listening Techniques shows students the importance of adapting language and delivery to audience and purpose when speaking. The importance of tone and style in speaking situations will be presented as well as the use of verbal and non-verbal messages. There is an opportunity for students to acquire experience speaking and listening in this unit. Students will be asked to prepare a short presentation (approximately one to two minutes) explaining instructions and directions. Although not a required part of the course, instructors can encourage students to use PowerPoint in their presentations.

New Approach for ABE Level II English

The previous ABE Level II English program was developed in 1990 and then revised in 1995. The 1995 Level II English curriculum contained five courses. Learning outcomes were stated for these five courses, but Study Guides for students were not a part of the curriculum package. This 2011 Level II English curriculum is modeled after the 2006 Level III curriculum in that now both Curriculum and Study Guides are provided to instructors.

There are now six courses in the Level II English program. These are:

- English 2011 Speaking and Listening
- English 2012 Writing: Sentences and Paragraphs
- English 2013 Reading: Short Stories/Non-Fiction/Research
- English 2014 Reading: Poetry/Novel/Drama
- English 2015 Writing: Essays
- English 2016 Viewing and Representing

Study Guides

Each new ABE Level II English course has a Curriculum Guide for the instructor and a Study Guide for the student. The Study Guides are written so that all suggested **Required Work** is included to fulfill both the General Curriculum Outcomes for ABE Level II English and the specific learning outcomes for each course. The Study Guides allow students to work independently, and they also allow instructors to easily track the progress for each student.

Curriculum Guides

Each ABE Level II Curriculum Guide contains a list of stated **General Curriculum Outcomes** (GCO's) for each course. In order to assure that the ABE Level II English program remains approximately equivalent to grades 7-9 in the Newfoundland and Labrador school system, these GCO's are basically the same as in K-12. As the same GCO's are used throughout K-12 English Language Arts, and in ABE Level III English courses, students taking ABE Level II English courses are assured that they will be adequately prepared for future study in ABE Level III English courses.

The GCO's are broken down into **Learning Outcomes** for the specific courses and units. Both the GCO's and Learning Outcomes are met by the completion of the suggested **Required Work**.

It is important to note here that the **Learning Outcomes**, as well as the specific learning exercises in each Study Guide, are suggestions. Instructors can modify the learning exercises and/or choice of resources in order to meet the needs of adult learners. For example, if an instructor feels a suggested short story, poem, writing topic, etc does not meet the needs of a certain student (reading level unsuitable, student uninterested in selection, student feels selection is irrelevant to his/her life, etc), the instructor can select an alternative. The suggestions in the Study Guides should, however, be appropriate to meet the needs of most ABE Level II English students. The GCO's for each ABE Level II English course are set by the Department of Education and are not to be modified.

All the ABE Level II English Curriculum Guides are organized in two sequential sets of columns, as follows:

<p>Learning Outcomes</p> <p>This column lists the specific learning outcomes for each course.</p>	<p>Required Work</p> <p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of Required Work in their Study Guides.</p>
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<p>Suggestions for Teaching and Learning</p> <p>This column provides suggested explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>Suggestions for Assessment</p> <p>This column provides suggested information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p> <p>Effective assessment improves the quality of learning and instruction. It can help ABE students to become more self-reflective on their learning and to take greater ownership in their own education program. Additionally, assessment can help instructors to monitor the effectiveness of their own instructional methods.</p> <p>Assessment for Level II English courses should be at a degree of complexity less than expected for Level III English courses. A student who meets outcomes in the Study Guide in a more complex manner should be considered for transition from Level II to Level III.</p>
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Instructors should note that all suggestions given related to Teaching/Learning/Assessment in this Curriculum Guide are just suggestions. Instructors both individually and collectively have significant experience in the delivery of ABE and are certainly free to exercise professional judgment when teaching and assessing students. Instructors and/or institutions are responsible for developing such things as unit tests, final exams, and supplemental assignments/learning exercises.

Resources

Anthologies, reference books, and instructor resources for each specific ABE Level II English course are identified on the cover page of the Curriculum Guide. The same is true for the Study Guides minus the Instructor resources. Instructors may, and are encouraged, to supplement these resources as they deem appropriate.

An overview of the resources used for English 2011 is given below:

Course	Resources
English 2011 Speaking and Listening	<i>ResourceLines 9/10</i> (www.pearsoned.ca) <i>Appendix A</i> included in Study Guide Selected radio/TV newscast (or other short program), available online

ResourceLines 9/10 is an English Language Arts reference text suitable for junior high school students in Newfoundland and Labrador. It is recommended for use both in grades 9 and 10 English. It is also used in ABE Level III English. Its use in ABE Level II is limited to two courses: English 2011 and English 2016. The amount of reading and study from this text in Level II English is also limited to a minimal amount of essential content. Level II students completing English 2011 and English 2016 will already be familiar with this text when they transition into Level III which could be advantageous.

Recommended Evaluation

Course Work	80%
Presentation	<u>20%</u>
	100%

The overall pass mark for the course is 50%.

Note: The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of adult learners.

General Curriculum Outcomes for English 2011

Adult 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 to respond personally and critically.
- Interact with sensitivity and respect considering the situation, audience, and purpose.

Unit 1: Oral Communication--Learning Outcomes

Learning Outcomes	Required Work
<p>1.1 Determine the context of oral communication: formal or informal.</p> <p>1.2 Identify the speaker and listener in oral communication.</p> <p>1.3 Understand the message being communicated in oral communication.</p> <p>1.4 Ask questions calling for elaboration or clarification in oral communication.</p>	<p>1. Read pages 135-136 in <i>ResourceLines 9/10</i>. Discuss with your instructor or another student in your class some verbal communication you had recently. It may help to consider the types of oral communications you have at home, at school, at work, or when socializing. After your discussion, respond to the following items in writing:</p> <ul style="list-style-type: none">a) What was the context of the communication: formal or informal?b) Who was the speaker? Who was the listener/audience?c) What was the message being communicated?d) Did you understand or misunderstand the message?e) What questions could you have asked to help your understanding?

Unit 1: Oral Communication--Learning Outcomes

Learning Outcomes	Required Work
<p>1.5 Understand that it is important to give others a chance to express their feelings in oral communication.</p> <p>1.6 Understand that it is important to show sensitivity and respect for others in oral communication.</p> <p>1.7 Understand that it is important to give appropriate feedback when asked during oral communication.</p> <p>1.8 Understand that it is important to think before speaking in oral communication.</p>	<p>2. Read page 138 in <i>ResourceLines 9/10</i>. Discuss with your instructor or another student in your class why each of the following is important during speaking and listening. After your discussion, respond to the following items in writing:</p> <ul style="list-style-type: none">a) Giving others a chance to express their feelings.b) Showing sensitivity and respect for the rights and feelings of others.c) Giving appropriate feedback when asked.d) Thinking before you speak.

Unit 1: Oral Communication--Learning Outcomes

Learning Outcomes	Required Work
<p>1.9 Express a point of view on a topic presented orally, offering relevant information to support the viewpoint.</p> <p>1.10 Listen to assess the relevancy and accuracy that speakers give.</p>	<p>3. Tape, download, or listen to a one to five minute radio/TV newscast, or another program (sports etc.). Listen to the program and then complete the following items. You should discuss your responses with your instructor or another student in your class first, and then write your answers.</p> <ul style="list-style-type: none">a) Write two or three questions you would like to ask for further elaboration and/or clarification.b) Identify the main message and supporting details presented in the program.c) Express your own point of view on the topic presented in the program. Offer relevant information/evidence to support that viewpoint.d) Why do you think it's important for speakers on TV or radio to communicate accurate information?

Unit 2: Speaking and Listening Techniques--Learning Outcomes

Learning Outcomes	Required Work
<p>2.1 Explain why each of the following are important in oral communication:</p> <ul style="list-style-type: none">• vocabulary• sentence structure• rate of speech• tone <p>2.2 Identify the verbal and non-verbal language used by speakers (e.g. repetition, volume, and eye contact).</p> <p>2.3 Give instructions or directions in a clear effective manner.</p> <p>2.4 Demonstrate such speaking and listening skills as making eye contact, questioning, rephrasing, clarifying comments, extending, refining, and/or summarizing points.</p> <p>2.5 Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others.</p>	<p>1. Read pages 138-139 in <i>ResourceLines 9/10</i>, and also <i>Appendix A: Good Speaking Hints</i> at the end of this Study Guide. Explain why each of the following is important when speaking to an audience.</p> <ul style="list-style-type: none">a) Vocabularyb) Sentence Structurec) Rate of Speechd) Tone <p>2. Read page 140 in <i>ResourceLines 9/10</i>. Identify the non-verbal language used by speakers. You can respond by making a list.</p> <p>3. Select a process that requires instructions or following directions; for example, making an online purchase, a recipe, changing the oil in a lawn mower, etc.</p> <p>Prepare a short presentation (approximately one to two minutes) where you explain the instructions or directions.</p>

Unit 1: Oral Communication--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. This unit begins with introductory material on the speaking and listening process. Instructors may engage and prompt students to recall an example of oral communication. Instructors may discuss each of the questions included in the Study Guide to ensure students understand both the questions and their own responses.</p> <p>2. The reading on page 198 of the text focuses on techniques to interact with sensitivity and respect during oral communication. Instructors may prompt students to reflect on the reading material as it applies to their own lives such as in the workplace, in college, in church, in the home, and in the community.</p> <p>3. All ABE Level II students in the province should have access to a computer connected to the internet (access does not necessarily mean one's own personal computer). Popular websites like www.cbc.ca and www.vocm.com embed audio and video into their websites corresponding to the news of the day. It is very easy for students to access such audio/video for the purpose of this activity.</p> <p>4. Instructors may encourage typing and saving all written responses on a computer. This makes revising much easier. Also, it keeps work organized. Students can email work to instructors, who can use embedded comments to help in the teaching process.</p>	<p>1. Instructors may informally discuss the Required Work in the Study Guide, including the assigned reading from the text. Instructors may also observe and monitor students to ensure an adequate understanding of the content and expectations.</p> <p>2. In general, assessment for this unit should include the following and be at a level appropriate for ABE Level II:</p> <ul style="list-style-type: none">• Asking students to explain aloud their understanding of the assigned reading material and expectations for written responses.• Asking students to complete written responses to items provided in the Study Guide. <p>3. It is important that students are able to do the following at a level appropriate for ABE Level II:</p> <ul style="list-style-type: none">• Include specific references to support their interpretations of the visual texts.• Reflect on their responses. <p>4. Instructors can use professional judgment in how they wish to assess the applied listening exercise. Instructors may pre-select an audio/video before assigning it to students for convenience. Instructors should discuss the audio/video in light of the response items in the Study Guide.</p>

Unit 1: Oral Communication--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
	<p>4. All written work should be in complete sentences, and be neat, organized and legible.</p> <p>5. The primary focus of assessment in this unit should be ideas and content; however, written conventions such as sentence structure, spelling, and grammar should also form part of the assessment strategy.</p>

Unit 2: Speaking and Listening Techniques--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning

1. Pages 138-139 in the text and *Appendix A* in the Study Guide outline some effective speaking techniques. Depending on the particular ABE classroom environment, instructors and/or students can participate in the “Try It” activity on page 139. Instructors can engage students in a discussion of who they feel are effective speakers (current/former politicians, TV/radio personalities etc.).
2. Page 140 of the text focuses on non-verbal communication. The beige chart entitled “When you are speaking.../When you are listening...” provides clear, straight-forward information to help with this item. This item only requires the student to make a list, but students can be introduced to formatting a list in a sentence using a colon (:).
3. Instructors may first want to ensure that students choose an appropriate process requiring instructions or following directions. If students encounter difficulty making such a selection, provide real life prompts based on their interests, hobbies, work experiences, etc. Encourage students to use **PowerPoint** if available. If students do not want to present in front of the class, encourage them and offer accommodations if needed (present to selected peers only, present to instructor only, submit a video of presentation, etc). Doing a **PowerPoint** presentation will be valuable experience for the Level III Computer Technology courses.

Suggestions for Assessment

1. Instructors may informally discuss the **Required Work** in the Study Guide, including the assigned reading from the text. Instructors may also observe and monitor students to ensure an adequate understanding of the content and expectations.
2. In general, assessment for this unit should include the following and be at a level appropriate for ABE Level II:
 - Asking students to explain aloud their understanding of the assigned reading material and expectations for written responses.
 - Asking students to complete written responses to items provided in the Study Guide.
3. It is important that students are able to do the following at a level appropriate for ABE Level II:
 - Include specific references to support their interpretations of the visual texts.
 - Reflect on their responses.

Unit 2: Speaking and Listening Techniques--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>4. Instructors may have students use the CD Making It Work: Interactive Software for Reading, Writing, Language, and Media included with the <i>Making It Work Teacher's Guide</i>.</p>	<p>4. If a student chooses not to present but has prepared the presentation, instructors may assign a grade accordingly. Instructors can refer to page 237 in the <i>Making It Work: Teacher's Guide</i> for a suggested assessment checklist. Instructors can develop their own assessment rubric/assessment checklist. As this presentation is weighted at 20% in the suggested evaluation scheme, it is possible for a student to pass the course without actually doing the presentation. It is understood, though, that not doing the presentation will result in a reduced grade.</p> <p>5. All written work should be in complete sentences, and be neat, organized and legible.</p> <p>6. The primary focus of assessment in this unit should be ideas and content; however, written conventions such as sentence structure, spelling, and grammar should also form part of the assessment strategy.</p>