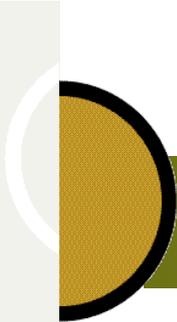




ANNEXE

**English
as a Second Language**



Common Introduction to the Two ESL Programs: Core and Enriched

There are two Secondary Cycle One ESL programs: Core ESL and Enriched ESL (EESL). These programs have been designed to better meet the needs of different students and to provide them with a challenging learning environment. While Core ESL students continue their progression from the regular elementary program, EESL students are equipped to go beyond the Core ESL program. Most EESL students have completed an intensive English program at the elementary level or have had other enriching experiences in English.

Core ESL students focus on their language development in order to improve their ability to communicate in situations that correspond to their age, needs and interests. These students need considerable guidance from the teacher to interact in English. EESL students, however, are already confident second language learners. They focus on using English with increasing fluency and accuracy to explore a wide variety of issues and to exploit response, writing and production *processes* more fully.

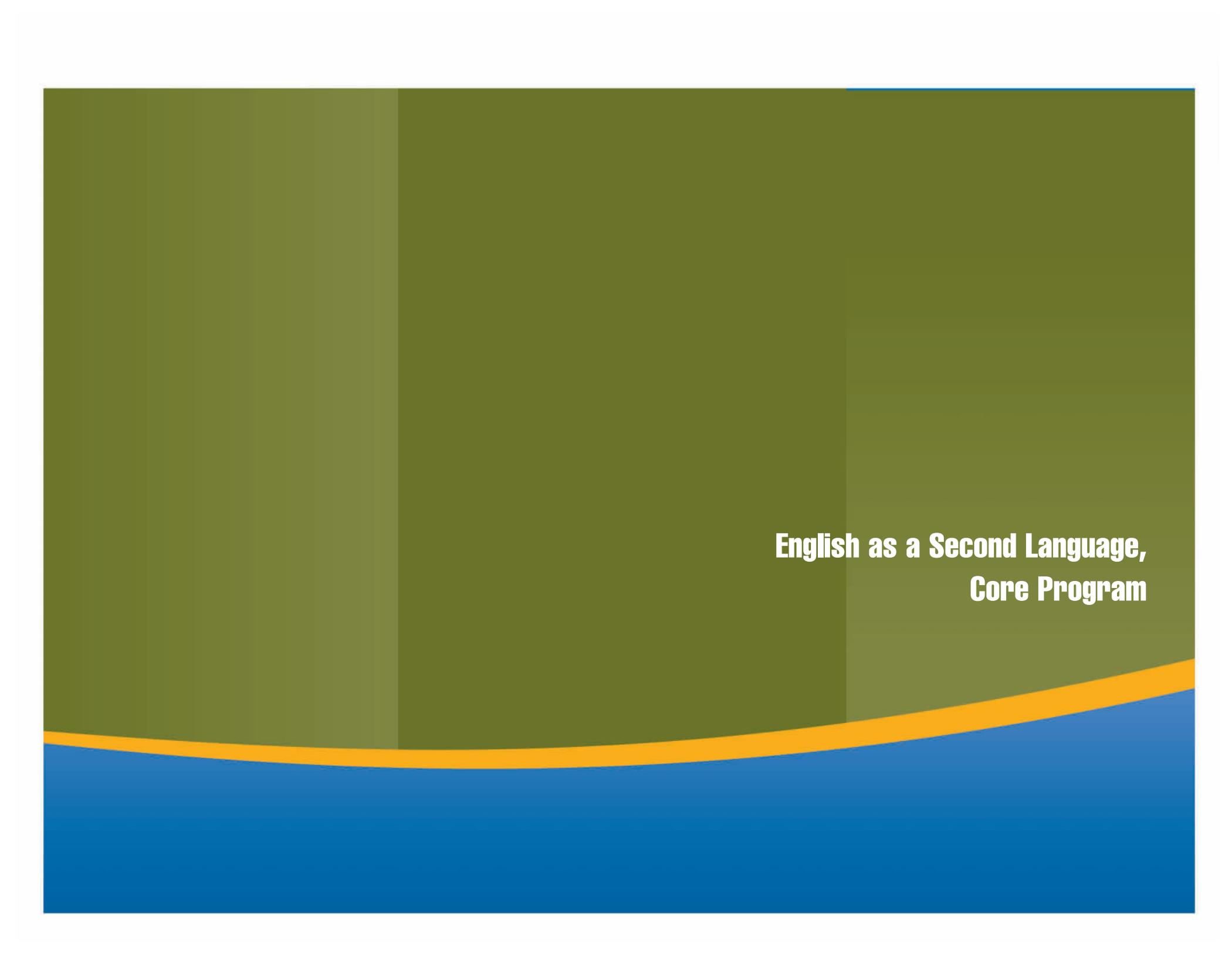
Students in both programs continue to develop the three ESL competencies found in the elementary school program—*interacts orally in English, reinvests understanding of texts, and writes and produces texts*.

Oral interaction is essential for learning English. Core ESL students build a basic *language repertoire* while carrying out tasks and sharing their ideas, feelings and opinions. EESL students already have the basic language they need to converse in English; they continue to expand their *language repertoire* and participate in a variety of communicative

situations with relative ease. Core ESL students begin to develop fluency and accuracy, while EESL students continue to develop the fluency and accuracy they have already acquired. They reflect on their personal language development, and manage *strategies* and resources more autonomously than Core ESL students.

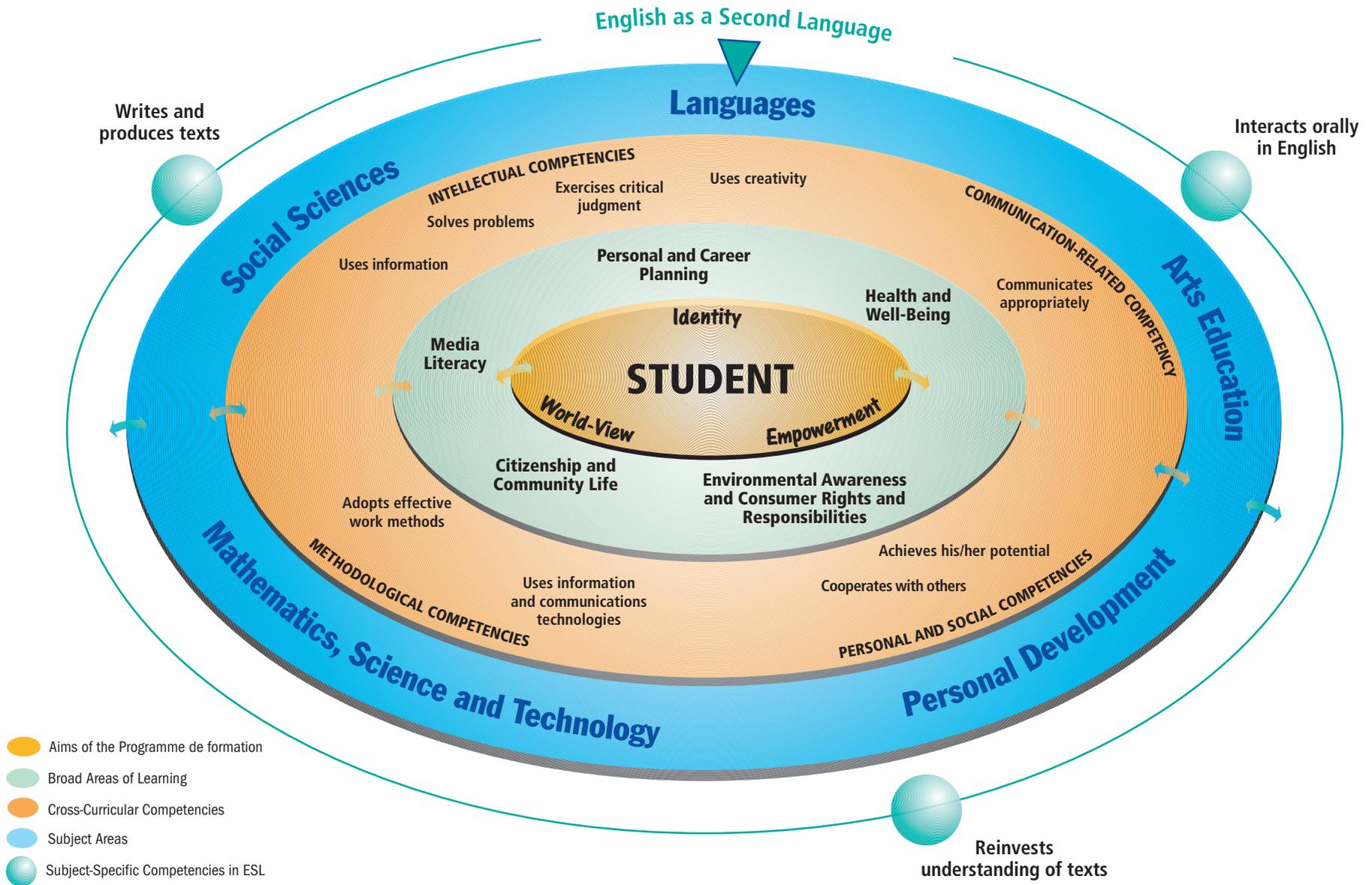
In both programs, students explore authentic *texts*: popular, literary and information-based. Core ESL and EESL students listen to, read and/or view *texts* that are appropriate to their age and interests. Because EESL students have attained a higher level of language development, they exploit a much broader range of *text types* and demonstrate their understanding of *texts* through more complex responses and tasks.

Core ESL and EESL students use *processes* to write and produce texts. They experiment with these *processes* and personalize them over time. Core ESL students progress from using models to write and produce texts to creating their own original texts. EESL students have a more extensive *language repertoire* which allows them to expand their use of the *processes*, and to focus on their creativity and personal style. Students in both programs reflect on their learning throughout the *processes*. EESL students, because of their communicative competence, are better able to notice their own errors and offer corrective feedback to their peers.



**English as a Second Language,
Core Program**

Making Connections: English as a Second Language, Core Program and the Other Dimensions of the Programme de formation



- Aims of the Programme de formation
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in ESL



Introduction to the English as a Second Language Core Program

For Québec students, learning English as a second language (ESL) enables them to communicate with people who speak English in Québec, in Canada and throughout the world. It also gives them access to the wealth of information and entertainment available in the English media: magazines, radio, television, as well as information and communications technologies (ICT). In the ESL classroom, students construct their identity by cooperating; sharing values, ideas and opinions; and reflecting on their learning. They are empowered by taking responsibility for their learning and by making decisions about issues to be investigated in class. Learning English provides them with opportunities to construct their world-view as they learn about other cultures and come to better understand English-speaking communities. At the same time, English gives students a vehicle to promote their own culture.

At the end of the ESL secondary school program, students will be able to communicate in English in order to meet their needs and pursue their interests in a rapidly evolving society. The Secondary Cycle One ESL program is a step towards the achievement of this goal.

The Secondary Cycle One ESL program builds on what students learned in the Elementary ESL program. It focuses on the students' development of the three competencies: *interacts orally in English*,* *reinvests understanding of texts*,¹ and *writes and produces texts*. Students continue to develop these three competencies in Secondary Cycle One and progress from very guided second language learners to more autonomous and confident learners. As in the elementary school program, evaluation has a two-

fold purpose of support for learning and recognition of competencies. This program is based on the communicative approach, strategy-based learning, cooperative learning, cognitive approaches to language learning and the latest developments in second language acquisition.

In the previous secondary school objective-based program, listening, speaking, reading and writing skills were taught separately for specific purposes. This new ESL program goes beyond the sum of these skills: the three ESL competencies are developed in synergy in an interactive learning environment. When students are developing one competency, they constantly draw upon the other two. The competency *interacts orally in English* is the backdrop for the other competencies as English is the language of communication at all times. When developing *reinvests understanding of texts*, students explore various types of texts, construct the meaning/message of these texts with peers and the teacher, and reuse or adapt the knowledge they have acquired. This reinvestment is often carried out through the other two ESL competencies. In the competency *writes and produces texts*, students write and produce with a purpose and express themselves for an intended audience. They are guided by the teacher and receive help and feedback from both the teacher and their peers. In an atmosphere of respect, students are encouraged to take risks and develop their creativity.

* Note: Italics are used in the text to highlight links to other aspects of the program.

1. In the ESL programs, the word 'text' refers to any form of communication—spoken, written or visual—involving the English language.

Making Connections: ESL and the Other Dimensions of the Programme de formation de l'école québécoise

The Programme de formation de l'école québécoise (PFEQ) focuses on helping students construct their identity and world-view and on empowering them to become responsible citizens. The three dimensions of the PFEQ are the broad areas of learning (BAL), the cross-curricular competencies (CCC) and the subject areas.

The broad areas of learning deal with the important issues of contemporary life that students face in today's society. The ESL program is linked to all BAL in that language is a means for learning about and discussing these issues. For example, in *Citizenship and Community Life*, students are called upon to develop openness towards the world and respect for diversity. They develop this openness and respect as they discover other cultures and communicate with members of different communities through the use of English—a universal language of communication. An educational aim of another BAL, *Media Literacy*, is to enable students to exercise critical, ethical and aesthetic judgment with respect to the media. The ESL competency *reinvests understanding of texts* helps students to form opinions as they explore, respond to and produce diverse media texts.

The cross-curricular competencies are a focal point in all subjects and school activities, and can be linked to the three ESL competencies. For example, while students *interact orally in English*, they have to *cooperate with others* so that effective interaction can take place. A connection between the ESL competency *reinvests understanding of texts* and the CCC *uses information and communications technologies* is evident when students use the Internet and CD-ROMs as sources of texts to research topics or when they use software to organize and develop their ideas throughout the writing or production processes. When

writing and producing texts, they reflect on the best way to carry out a task and use the necessary resources—a focus of the CCC *adopts effective work methods*.

The ESL program can also be linked to the other subjects in the PFEQ. Learning English allows students to construct knowledge and develop strategies that can be reinvested in other fields of study and areas of interest, both inside and outside the classroom. There is a clear connection between ESL and Français, langue d'enseignement: in both programs, students develop the ability to write texts, which permits the transfer of learning from one subject to the other. They produce media texts in ESL, while further developing the competency *creates media images* from the Visual Arts program. Students draw on the competency *uses mathematical reasoning* from the Mathematics program when, for example, they interpret the results of a survey carried out in the ESL class. Furthermore, in interdisciplinary projects, the English language becomes an additional medium through which students may access resources available in English. For example, they can do research on historical events in English, construct meaning of the texts they find, and then reinvest their understanding of these texts in the French language when developing competencies in the History and Citizenship Education program.

Other connections may be found in an example of an interdisciplinary learning and evaluation situation which follows the section on "Integrated Teaching-Learning-Evaluating Context."

Integrated Teaching-Learning-Evaluating Context

All three competencies in the ESL program—*interacts orally in English, reinvests understanding of texts, and writes and produces texts*—are developed in synergy. To maximize their development, certain conditions must be put into place.

A Community of Learners

Within a community of learners, relationships are established which allow students to construct values, beliefs and knowledge together. In the Secondary Cycle One ESL classroom, students and the teacher work as a community of learners to pursue the goal of developing communicative competence. Students build their knowledge with and through others. In an atmosphere of trust and respect, they are willing to take risks and help each other learn and grow. They interact in English within a learning environment that respects their individual differences and learning styles. Oral interaction is at the heart of all activities in the classroom: students use English to communicate with each other and the teacher to share their ideas while speaking, listening, reading, viewing, responding, writing and producing. The ESL class allows students to participate as active members of a community of learners as well as to work and reflect on their own.

The students' development of communicative competence in English is both an individual achievement and a community effort. They work with others in collaboration and cooperation. Collaboration involves any situation in which two or more students work together. They may collaborate with others to attain an individual goal or personal product such as writing an advertisement in the school newspaper. Cooperation involves two or more students working towards a common goal, for example, planning a celebra-

tion together. Being active members of this community of learners provides opportunities for students to learn to respect the different views of peers, to express their own opinions with confidence and to use effective work methods.

Resources for a Rich Learning Environment

Students must be immersed in a rich English environment: examples of the English language and culture such as posters of *functional language*, banks of expressions and teen magazines are present in the ESL classroom. Students may also contribute to creating this environment by displaying texts they have written and produced, and by selecting books or films that are used in class. Through exposure to various aspects of *culture* such as cinema, history and humour, students come to know and appreciate the culture of English speakers in Québec, in Canada and throughout the world.

For learning and evaluation, students must have access to a variety of material resources such as ICT, banks of expressions, checklists, models, dictionaries, thesauruses and grammar reference books. They also have access to human resources through support and feedback from their teacher and peers. Both inside and outside the classroom, students explore authentic² spoken, written and visual texts. Some examples of texts are illustrated books, newspapers, magazines, advertisements, radio broadcasts, television programs, videos, movies, the Internet and CD-ROMs. To enable students to write and produce texts, the appropriate technology must be made available (e.g. televisions, tape recorders, CD players, the Internet, presentation and publishing software and media-related computer equipment).

Role of the Student

Students are at the centre of their language-learning experience. They are actively involved in their learning, for example, by participating in decisions about the content of learning and evaluation situations, the resources they will need to carry out a task or the format of a final product. The more students contribute to planning what goes on in the classroom, the more they will invest as responsible participants in their community of learners.

Students use English to communicate with their peers and the teacher. They develop fluency by experimenting with a *language repertoire* (*functional language, other vocabulary and language conventions*) in a variety of spontaneous conversations, planned situations and in the carrying out of tasks. While interacting, they use *communication strategies* to help them make up for their lack of knowledge of the language. The use of *learning strategies* enables them to reflect on their learning process, to manipulate language and to interact with others. Students explore the *response, writing and production processes* and are encouraged to experiment with the different elements in the phases of each process. They personalize the processes over time as they experiment with various texts, models, tools and resources and apply what works best for them in a given context.

Students are also active participants in evaluation, which is a planned and integral part of learning situations. They are encouraged to reflect on their language acquisition

2. 'Authentic texts' refer to materials that reflect natural speech or writing as used by native speakers. Teacher-made or adapted materials may qualify as authentic if they resemble real-world texts the students will encounter.

and their progress by using a variety of evaluation tools such as conferencing, self- or peer-evaluations and portfolios. They take into account feedback from the teacher and peers and make adjustments to their methods, their work and to the language they are learning.

Role of the Teacher

ESL teachers have an active role in helping students learn English. They are responsible for establishing and nurturing a positive learning environment; they encourage students to take risks, to interact in English and to work with others. As facilitator, the teacher is an observant pedagogue ready to adjust to the proficiency levels, needs, interests and learning styles of the students. The teacher is committed to encouraging students to actively participate in their learning by connecting what they have learned to their world, which includes the academic, social and personal aspects of their lives. The teacher is a model and guide. S/he explicitly teaches strategies by modelling or through elicitation, a technique whereby s/he prompts students to find an answer for themselves. As students experiment with language, strategies and resources, the teacher helps them become increasingly confident second-language learners.

When students take risks to communicate, they may make errors, which are a natural part of the language acquisition process. Although the primary focus is on the meaning of the message, if such errors impede comprehension, the teacher focuses on form (*grammar*)³ and uses corrective feedback techniques (e.g. *elicitation*, *clarification requests*, *metalinguistic feedback* and *repetition*) in order for students to notice and correct their errors.

Evaluation: an Integral Part of Learning

The teacher supports the students' learning throughout the cycle and assesses the development of competencies. The

teacher evaluates the students' learning process as well as their final product. Students reflect on their own learning and progress and, when necessary, make the appropriate adjustments. For recognition of competencies, the teacher evaluates the degree to which students have developed a competency, generally at the end of the cycle.

Evaluation Criteria

The evaluation criteria represent the important aspects of the competency that are to be observed in order to judge the development of this competency, both during the cycle and at the end of the cycle.

Criteria are used to create evaluation tools such as observation checklists and self-evaluation forms to gather information about the students' development of the three competencies. This information serves as a support for learning. It permits teachers to modify certain elements of their teaching in order to meet the needs of their students and helps students to improve their methods, work and language learning.

The evaluation criteria are generic in nature so that they may apply to diverse learning and evaluation situations. They are neither hierarchical nor cumulative. Teachers choose one or more criteria to observe and adapt them to the specific characteristics of the learning and evaluation situation, the period during the cycle, the students' prior learning, and the competencies and content targeted by the task. The evaluation criteria must be explained to the students in order for them to know what is expected in a particular learning and evaluation situation and to be able to make appropriate adjustments to their learning. In keeping with the students' role of participating in their learning, they could be more fully involved in the evaluation process by developing evaluation tools of their own for certain tasks.

End-of-Cycle Outcomes

The end-of-cycle outcomes provide a global portrait of what a competent student is able to do by the end of the cycle. The outcomes are not merely the sum total of the results of evaluation activities that went on during the cycle. They describe how a student demonstrates competency, under what conditions and with what resources. The level of complexity of the outcome is determined by the task, by how the evaluation criteria are defined and by the range of resources that are used. Students must be familiar with the end-of-cycle outcomes and use them to guide their progress throughout the cycle. The outcomes serve to interpret students' results for the end-of-cycle progress report so that appropriate remedial or enrichment activities may be provided for the students in the next cycle.

Learning and Evaluation Situations

The teacher, with contribution from the students, plans learning and evaluation situations that deal with issues drawn from the BAL; aspects of *culture*; the students' needs, interests or experiences; the CCC; or other subjects. Whether teacher-directed or student-initiated, these situations must be meaningful and interesting to the students and provide them with opportunities to interact in English, to cooperate and to collaborate. The greater the appeal and relevance of the issue to them, the more students will make an effort to participate and communicate their point of view. When students do not have the words or structures to accomplish the task, the teacher plans language-focus activities within the context of the situation. The teacher and students can use a variety of methods and tools (e.g. observation, conferencing, checklists and portfolios) in order to carry out self-, peer- or teacher-evaluation, an integral part of the learning situation.

3. See *Focus on Form (Grammar)* p. 188.

Essential Characteristics of a Learning and Evaluation Situation:

- Maximizes opportunities for oral interaction
- Promotes cooperation and collaboration
- Is appropriate to student's age and level of language development
- Is relevant to the student
- Is connected to the real world
- Is purposeful
- Is challenging and motivating
- Exploits authentic texts
- Allows for differentiation
- Encourages reflection
- Provides opportunities for transfer

Example of an Interdisciplinary Learning and Evaluation Situation: Earth Day

The following situation is only one example of how connections can be made among the components of the PFEQ. In this interdisciplinary learning and evaluation situation, the ESL teacher and teachers of other subjects collaborate to observe Earth Day, held in Canada on April 22.

Broad Area of Learning	<i>Environmental Awareness and Consumer Rights and Responsibilities Focus of development of the BAL: Awareness of his/her environment</i>
Cross-Curricular Competencies	<i>Uses information and communications technologies Uses information</i>
English as a Second Language	<i>Interacts orally in English Reinvests understanding of texts Writes and produces texts</i>
Science and Technology	<i>Seeks answers or solutions to scientific or technological problems</i>
Geography	<i>Interprets a territorial issue</i>
Catholic Religious and Moral Instruction	<i>Takes a reflective position on ethical issues</i>
Protestant Moral and Religious Education	<i>Takes a reflective position on situations involving an ethical issue</i>
Moral Education	<i>Takes a reflective position on ethical issues</i>

Earth Day and the Broad Areas of Learning

Earth Day provides an occasion to explore issues drawn from the BAL *Environmental Awareness and Consumer Rights and Responsibilities*. As students do work relating to a learning and evaluation situation based on Earth Day, they are encouraged to develop an active relationship with their environment while maintaining a critical attitude towards consumption and the exploitation of the environment.

Earth Day and the Cross-Curricular Competencies

The CCC *uses information and communications technologies* is targeted as students organize their Internet browsing techniques and their bookmarks and use appropriate search engines to consult specialized sites.

The CCC *uses information* is targeted because students encounter an abundance of information and conflicting points of view as they research different environmental concerns. While developing this competency, the student systematizes the information-gathering process, gathers information and puts information to use—all essential elements of efficient research. This competency can be evaluated through peer interviews, in which students discuss the sources of information explored, the pertinence of this information and, finally, how they would improve their research skills the next time they do a similar task.

Earth Day and the ESL Competencies

Throughout the entire learning and evaluation situation, students interact orally in English to carry out different activities such as brainstorming, sharing information, writing and producing. Teacher and peer checklists may

be used to evaluate the students' level of participation in the various discussions and their ability to communicate their message.

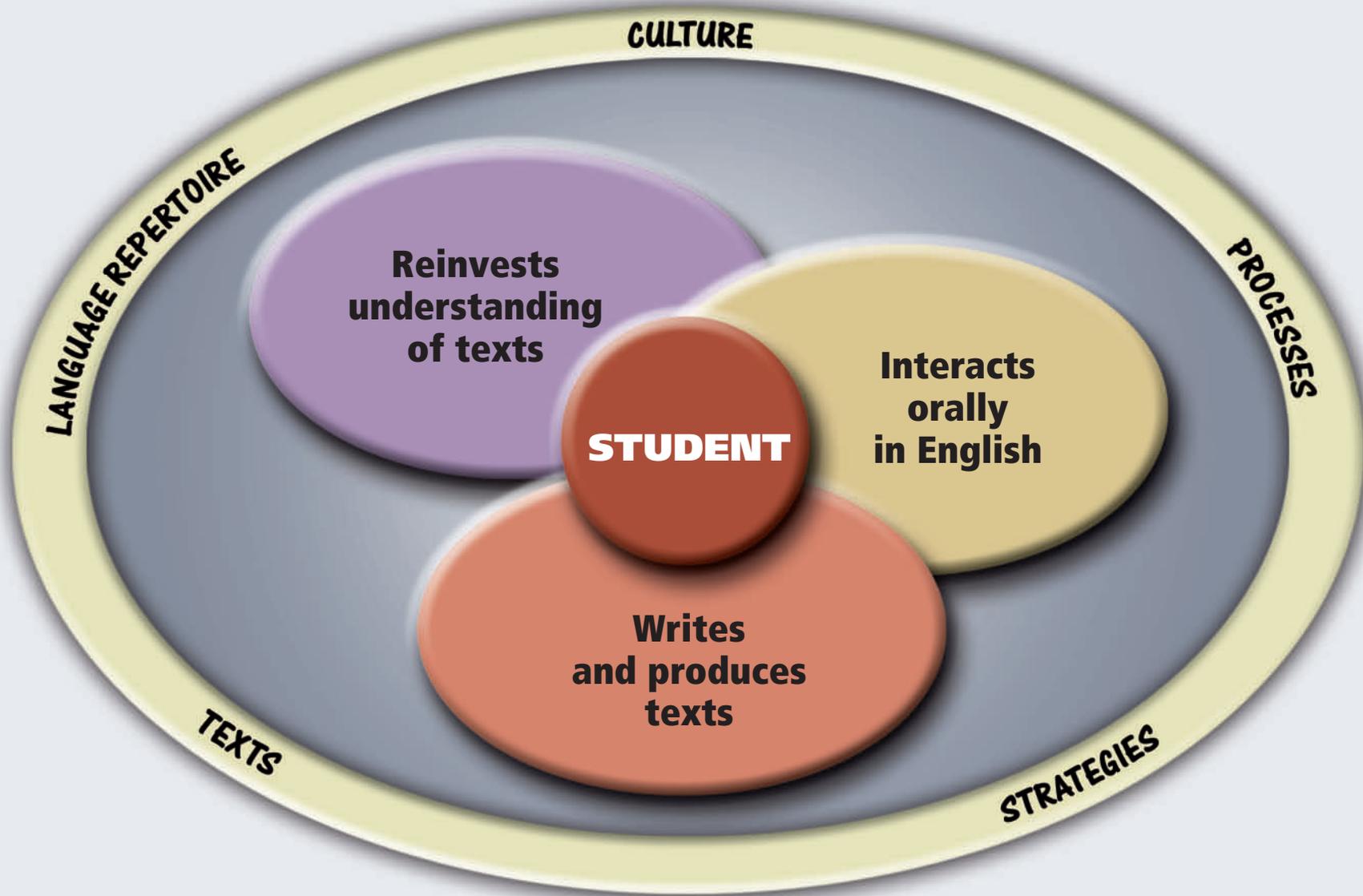
Students can visit pertinent English Internet sites or do research in the library to get information about the pollutant they have selected. As they do the research, they can share their findings, as well as their reactions to this information. Finally, they can reinvest their understanding of the information they have gathered by making an illustration of the pollutant and its source. The teacher may analyze the students' illustrations to determine how appropriately they use information from their research and how well they are able to express their message.

In the ESL class, students may exchange information through e-mail messages or write letters to environmental groups. They can present their research findings by producing an information brochure, a poster or a multimedia computer presentation. Students could use a peer-evaluation grid to give feedback on the pertinence of the message and on an error of form they have been making.

Earth Day and Connections to Other Subjects

In an interdisciplinary Earth Day project, connections to several subjects are possible. In the Science and Technology program, students may search for alternative ways to reduce waste. In the Geography program, they can determine the impact that these solutions would have on the local region. In the Catholic Religious and Moral Instruction, the Protestant Moral and Religious Education, or the Moral Education program, students could compare and contrast waste-related issues from different points of view (e.g. industry versus environment).

ENGLISH AS A SECOND LANGUAGE, CORE PROGRAM



COMPETENCY 1 Interacts orally in English

Focus of the Competency

The very nature of oral interaction requires students to work with others using the English language in order to learn the second language in context. Students learn to understand and speak the language most efficiently when they are given frequent opportunities to do so in an interactive environment. Therefore oral interaction is the backdrop for the Secondary Cycle One ESL program. English is the language of instruction and communication used in all student-student, student-teacher and teacher-student interaction.

At the elementary level, students were guided by the teacher who modelled the language for them as they communicated in English in situations that were centred around classroom life. In the Secondary Cycle One ESL program, the situations go beyond classroom life and become increasingly complex; students use English to begin to investigate issues related to their needs and interests, and their experiences outside the classroom. They explore concerns taken from the BAL, aspects of *culture*, the CCC, other subjects or themes proposed by the students themselves. Students are encouraged to take risks—an essential step in the language acquisition process—in a classroom which nurtures trust and respect.

To develop this competency, students interact orally in both structured activities, such as role-playing, jigsaw tasks, problem solving and discussions, as well as spontaneous conversation that may arise in the class. Students initiate interaction by using appropriate *functional language*. They use *learning strategies* such as listening attentively to recognize words and expressions they already know. They respond appropriately, either verbally or non-verbally. Students maintain conversation by making use of

their personal *language repertoire*.⁴ As they interact, students take risks by experimenting with the language when they ask questions, give information, express ideas, thoughts and feelings, and share their point of view. If interaction breaks down, students exploit *communication strategies*, such as stalling for time, to make up for their lack of knowledge of the language. They end oral interaction appropriately. While students interact, they make a conscious effort to build on what they already know in order to expand a personal language repertoire of *functional language, other vocabulary and language conventions*. Their personal repertoire depends on their learning style, individual needs, and language experience and abilities. As students interact orally, they develop a certain level of fluency. They convey messages that are pertinent to the requirements of the task and articulate these messages using simple sentences. Students may make errors of form such as word order and choice of words, as well as errors of pronunciation and intonation. These errors of articulation, however, do not impede comprehension of the message by an English speaker and are normal at this stage of students' language development. Students also use material and human resources available to them both inside and outside the classroom.

4. A language repertoire is personal in that it reflects individual language experience and abilities.

Key Features of Competency 1 (Core Program)

Initiates, reacts to, maintains and ends oral interaction

Takes into account the other speaker(s) or audience

- Begins interaction
- Actively participates
- Listens attentively
- Reacts to what the other says
- Keeps the conversation going
- Ends appropriately
- Uses *communication and learning strategies*, and resources

Constructs meaning of the message

Listens to the message

- Grasps the meaning of the message
- Validates personal understanding
- Readjusts comprehension when necessary
- Uses *communication and learning strategies*



Expands a personal language repertoire

Uses *functional language, other vocabulary and language conventions*

- Takes feedback into account
- Pronounces words in an understandable way
- Practises and reflects on newly acquired language and strategies

Evaluation Criteria

- Participation in oral interaction
- Pertinence of the message
- Articulation of the message
- Use of *communication and learning strategies*
- Use of resources

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students initiate, react to, maintain and end oral interaction with peers and the teacher. They take risks in their use of English. Through structured oral interaction, students convey personal messages that correspond to the requirements of the task. They use *functional language* and *other vocabulary* to interact spontaneously in a variety of communicative situations related to classroom life, the students' interests, and the carrying out of tasks. They deliver messages in simple sentences. With support from peers and the teacher, they make use of *communication and learning strategies* with increasing confidence. They effectively exploit some material resources such as posters of *functional language* and banks of expressions. They seek help from peers and, when necessary, the teacher. Errors of articulation may be present and are normal at this stage of the students' language development. These errors, however, do not impede understanding.

COMPETENCY 2 Reinvests understanding of texts

Focus of the Competency

When developing this competency, students explore authentic texts which are sources of information and entertainment, and that bring the students into contact with the literature and culture of English-speaking communities in Québec, in Canada and around the world.

By the time students reach Secondary Cycle One, they are already familiar with a variety of texts in their mother tongue. In the Elementary ESL program, they were introduced to different text types: *popular*, *literary* and *information-based*, and they reinvested their understanding of some of these texts by carrying out very guided tasks and using explicit models. Students also learned to compare what is presented in texts with their own reality, and to express appreciation of texts. In the Secondary Cycle One ESL program, students listen to, read and view a variety of authentic texts that correspond to their age, interests and level of language development (e.g. lyrics of popular songs, young adult literature and magazines). Through the *response process*, they relate to the text at a deeper level than they did at elementary school. They research and choose texts themselves, respond to the text, participate in the planning of the reinvestment tasks and decide on what form this reinvestment will take. Throughout Secondary Cycle One, they become less dependent on teacher guidance and models.

To develop this competency, students first begin by preparing to listen to, read and/or view a text. They take into account the *key elements* of the text, such as the headline, photos and captions in an article from a magazine or an e-magazine. They use *learning strategies* such as anticipating the content of the text, activating prior knowledge of the topic or making predictions. While listening,

reading and/or viewing, students pay attention to the overall message and/or to specific details. They accept not being able to understand all words and ideas. Students respond to the text, which means that they reflect on the text, establish a personal connection with it, and then go beyond their own reality to address the issues in the text at a broader level (see *response process*, p. 192). Throughout this process, students construct meaning with their peers and the teacher. Guided by the teacher, they share impressions, thoughts, feelings, opinions and interpretations of the text in order to arrive at a deeper understanding. Once the students have negotiated sufficient understanding of the text, they reinvest this understanding by carrying out meaningful tasks. They select, organize and adapt the information, all the while cooperating with their peers and using resources required by the task. To reinvest their understanding, students *interact orally in English* or *write and produce texts*, thus further reinforcing the interdependence of the three ESL competencies. Reinvestment tasks could include building a model of a scene, making a comic strip, retelling or dramatizing a story, or creating a multimedia computer presentation.

Key Features of Competency 2 (Core Program)

Listens to, reads and/or views texts

Explores a variety of *popular, literary and information-based* texts • Uses prior knowledge of topic, text and language • Receives input from others • Uses *communication and learning strategies*, and resources

Constructs meaning of the text

Tolerates ambiguity • Takes into account *text type and components* • Negotiates meaning • Reacts to the text • Uses resources when necessary • Uses *communication and learning strategies*



Represents understanding of the text

Selects, organizes and adapts the information and language through reinvestment tasks • Cooperates • Uses *communication and learning strategies*, and resources

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students demonstrate an understanding of various types of texts that correspond to their age, interests and level of language development. They show this understanding as they engage in the *response process* with the support of peers, prompts and teacher guidance. Students share their reactions as they explore texts, establish a personal connection to texts, and sometimes generalize beyond the texts. They use knowledge from texts such as the overall meaning, specific details and *key elements* when accomplishing various reinvestment tasks. With support from peers and the teacher, they make use of *communication and learning strategies* with increasing confidence. Students use material resources such as dictionaries and the Internet, with help. They seek assistance from peers and, when necessary, the teacher.

Evaluation Criteria

- Evidence of comprehension of texts
- Use of knowledge from texts appropriate to the task
- Use of *communication and learning strategies*
- Use of resources

COMPETENCY 3 Writes and produces texts

Focus of the Competency

For Québec students, *writing and producing texts* in English provides them with the means to communicate with people from all over the world, for example, through e-mail messages and letters to pen pals. This authentic communication gives students a purpose to write and produce. Through the processes involved in this competency, students have the opportunity and the time they need to experiment with the language, to develop their creativity and individual style, to incorporate feedback from peers and the teacher, and to reflect on their learning. When they publish their work, students feel a sense of pride and receive recognition for what they have written or produced.

Students in Secondary Cycle One are familiar with the *writing process* through experience in elementary school both in Français, langue d'enseignement and ESL classes. In the Elementary ESL program, students, guided by the teacher, followed very explicit models and experimented with open-ended models in order to write their texts. In Secondary Cycle One, students are encouraged to personalize the writing and production processes⁵ to create texts: over time, they experiment with various texts, models, tools (e.g. mind maps, outlines, checklists, storyboards) and other resources, then apply what works best for them in a given context. Students become less dependent on teacher guidance and models as they gain confidence in using the processes and expressing their creativity.

To develop this competency, students experiment with writing and producing a variety of texts through tasks which may range from changing a few words in a model to creating a completely original text. Writing and producing are recursive processes, therefore students may choose to use any number of combinations of the different phases

in these processes, or use certain phases more than once, in order to personalize their writing or production process. Certain writing, such as informal e-mail messages, may not require students to make use of all the phases in the *writing process*. For written texts such as note taking and journal writing, students do not use a *writing process*.

In the *writing process*, when students prepare to write, they determine the purpose for their writing, the target audience and the text type to best reach that intended audience. They may research a topic and incorporate their findings in their writing, thus *reinvesting their understanding of texts*. When they share those findings with their peers, they *interact orally in English*. Students also make use of their knowledge of texts, for example *text components*, when they write. They set down their ideas in a first draft and take into account feedback from peers and the teacher when revising their texts. Students use material resources such as dictionaries and grammar references to edit (e.g. correct spelling mistakes and other grammatical errors to improve the formulation of their text). They may then write a polished copy to present to an audience, which could include peers, parents or other students in their school. Throughout the *writing process*, students use their *language repertoire* and *communication and learning strategies* such as asking for help from their peers and the teacher.

In the *production process*, students express their ideas, thoughts, feelings or messages by creating media texts such as posters or Web pages. The *production process* involves three phases: *preproduction*, *production* and *postproduction*. By working through the process, students get an insight into the media from both a producer's and consumer's perspective. This process relies on participa-

tion from the students as they cooperate with each other and the teacher, and reflect on their learning. Over time, students build a personal inventory of writing and production resources that are adapted to their individual needs. They experiment with a variety of examples from *popular*, *literary* and *information-based texts*. They use different writing and production tools, as well as *communication and learning strategies* such as self-monitoring.

5. Processes are personalized over time as students experiment with various texts, models, tools and other resources, then apply what works best for them in a given context.

Key Features of Competency 3 (Core Program)

Uses a personalized writing process

Adapts the process to the task • Prepares to write
• Writes the draft(s) • Revises • Edits • Publishes
• Shares and reflects on process and product • Uses *communication* and *learning strategies*, and resources

Uses a personalized production process

Adapts the process to the task • Cooperates
• Prepares to produce • Produces the media text
• Adjusts and presents the media text • Shares and reflects on process and product • Uses *communication* and *learning strategies*, and resources



Builds a personal inventory of writing and production resources

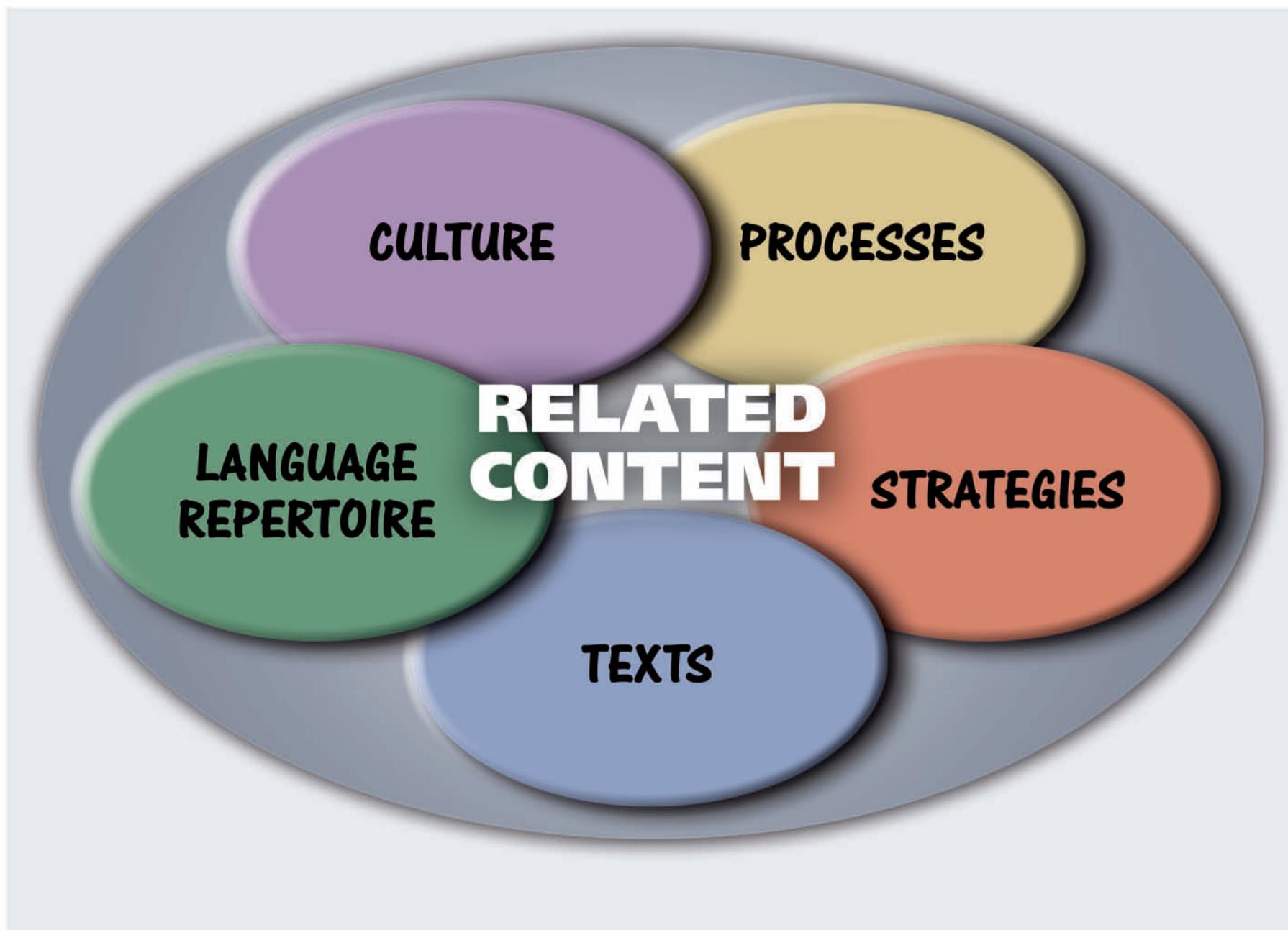
Experiments with a variety of *popular*, *literary* and *information-based* texts • Uses and adapts various text models • Uses a variety of writing and production tools
• Uses *communication* and *learning strategies*

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students write or produce different types of texts by using a personalized *writing* and/or *production process*. The texts begin to reflect students' creativity. They write or produce texts that correspond to the requirements of the task or to their personal intention. They use simple sentences, and they apply the *language conventions* required by the task that correspond to their level of language development. Errors of formulation may be present and are normal at this stage of the students' language development. These errors, however, do not impede understanding. Students consult their peers and the teacher, and take their feedback into account. With support from peers and the teacher, they make use of *communication* and *learning strategies* with increasing confidence. Students use material resources such as models, dictionaries and grammar references, and request assistance with these resources, when necessary.

Evaluation Criteria

- Pertinence of the text
- Formulation of the text
- Use of *communication* and *learning strategies*
- Use of resources



Related Content

The elements of this section are considered essential to the development of the three Secondary Cycle One ESL competencies. Students explore different aspects of the culture of English speakers. They experiment with and expand their personal language repertoire as well as their use of communication and learning strategies. Students use processes to respond to different texts and to write and produce texts, and to broaden their understanding of text types and text components.

Culture

When selecting and discussing aspects of culture, it is essential to consider the students' needs, interests and abilities. Incorporating aspects of English culture into the ESL program greatly contributes to the development of the students' world-view and to a better understanding of their own culture. It is important to incorporate references to English-language culture within Québec and Canada, to other English-language cultures (American, Irish, Scottish, Australian, etc.), and to cultures that use English as a second language.

The subcategories of each aspect of culture do not exclude other possibilities.

The Aesthetic Aspect of Culture

- *Cinema** (e.g. movie trailers, science-fiction, action, romantic and comedy films)
- *Literature* (e.g. folktales, myths and legends, poems, short stories, novels, biographies, autobiographies, young adult literature)
- *Music* (e.g. campfire songs, traditional folk music and songs, contemporary English songs, music videos)

- *Media* (e.g. radio shows, newspapers, teen magazines, various types of television programs: situation comedies, cartoons, soap operas, news programs, commercials)

The Sociological Aspect of Culture

- *Organization and nature of family* (e.g. values, beliefs, authority figures, roles, chores)
- *Interpersonal relations* (e.g. friendship, sports, games and other hobbies)
- *Customs* (e.g. food and meal traditions from around the world, holiday celebrations)
- *Material conditions* (e.g. clothing, housing)
- *Heroes and idols*
- *History* (e.g. historical sites, historical events, museums)
- *Geographical features* (e.g. natural and artificial features)

The Sociolinguistic Aspect of Culture

- *Social skills* (e.g. taking turns, disagreeing politely)
- *Paralinguistic skills* (e.g. gestures, facial expressions)
- *Language code* (e.g. dialects, accents, idiomatic expressions)
- *Humour* (e.g. jokes, riddles, puns, tall tales)

Language Repertoire

The language repertoire contains elements essential to the students' development of communicative competence in English. Over time, students assemble a personal language repertoire that reflects individual language experience and abilities. They expand and begin to refine their repertoire while developing the three ESL competencies.

Functional Language

- Social conventions (e.g. *Pleased to meet you. How are you? Hello! I'm..., Hi, this is my friend...*)
- Identification (e.g. *This is..., She's my partner.*)
- Telephone talk, voice mail, e-mail talk (e.g. *May I speak to...? Is Peter there? I'll get back to you later.*)
- Fillers (e.g. *You see..., So..., Well..., Let me think..., Give me a second...*)
- Apologies (e.g. *I'm sorry, I apologize for..., Excuse me.*)
- Rejoinders, connectors (e.g. *What about you? Are you sure? What do you think? Is this clear?*)
- Warnings (e.g. *Pay attention! Be careful! Watch out!*)
- Politely interrupting a conversation (e.g. *Sorry to interrupt. Excuse me.*)
- Agreement, disagreement, opinions (e.g. *I think you're right, I disagree, They believe..., We agree..., I don't think so.*)
- Capabilities (e.g. *They can..., He can't..., She is able to..., I'm sure we can.*)
- Feelings, interests, tastes, preferences (e.g. *He loves..., They like..., I hate..., She prefers..., He enjoys..., I'm happy..., She is sad.*)
- Decision/indecision (e.g. *They've decided that..., I'm not sure about that. We choose this one.*)
- Permission (e.g. *May I...? Can you...?*)
- Advice (e.g. *Should I...? Do you think...? I think that..., Is this the right thing to do?*)
- Instructions and classroom routines (e.g. *Write this down. Whose turn is it? We have 15 minutes to do it.*)
- Offers of assistance, needs (e.g. *Let me help you. Can I give you a hand? Do you need help? Can I help you?*)

* Note: Italics are used in the Related Content to highlight suggestions and examples.

- Requests for help (e.g. *How do you say ...? What does... mean? Could you help me? How do you write...? How do we do this? Is this right?*)
- Requests for information (e.g. *Where can I find...? Do you have...? Who...?, Why...?, What...?*)
- Suggestions, invitations (e.g. *Let's do/going..., Would you like to...? How about...? Do you want to join our team? Maybe we could write about...*)
- Teamwork and encouragement (e.g. *Good work! Let's put our heads together. We're almost finished. You're the team secretary. We're doing well. Good point! We're the best!*)
- Discourse markers (e.g. *So..., Then..., Next..., Finally..., Also..., For example, ...*)
- Leave-taking (e.g. *I have to go. See you soon! Bye for now. Take care! That's all I have to say.*)

Other Vocabulary

- Vocabulary related to participating in the immediate environment (e.g. *classroom, school premises, school staff, home*)
- Vocabulary related to the students' interests and needs (e.g. *leisure activities, relationships, fashion, music, sports, careers*)
- Vocabulary related to the broad areas of learning
- Vocabulary related to the development of the cross-curricular competencies
- Vocabulary related to the communication and learning strategies
- Vocabulary related to the response, writing and production processes

Language Conventions

For Secondary Cycle One ESL students, language conventions refer to intonation and pronunciation, as well as focus on form (grammar), which can include word order, agreement, word choice, spelling, capitalization and punc-

tuation. Students develop their knowledge and use of language conventions as they take risks, experiment with English in a variety of meaningful situations, receive appropriate feedback and adjust their language accordingly. They also benefit from language-focus activities that correspond to their immediate needs and are presented within the context of learning and evaluation situations. Errors are a normal part of language learning. Students will often overuse newly learned elements, use them at inappropriate times and may even temporarily regress in their learning. This is all part of developing second language knowledge.

Focus on Form (Grammar)

What does 'focus on form' mean?

'Focus on form' refers to communicative teaching that draws the students' attention to the forms and structures of the English language within the context of the interactive classroom. Throughout the Secondary Cycle One ESL program, students continue to experiment with language in order to develop fluency and accuracy in English. Although the primary focus of student communication is on the meaning of the message, students should become aware of errors in form that impede the comprehension of their message and, with help, try to correct these errors.

How do students focus on form?

Students must be at an appropriate stage in their language development to benefit from correction of specific language conventions. Errors are drawn to the students' attention by the teacher who uses different feedback techniques (e.g. *elicitation, clarification requests, metalinguistic feedback and repetition*)⁶ to point out those errors. Students become aware of their errors and attempt to correct them. If they need help in finding the correction, they can use resources, including the teacher and peers.

As students progress in their language development, they make a conscious effort to use the correct form in future communication.

How does a teacher focus on form?

The teacher offers students individual corrective feedback for errors that impede understanding of their message. When s/he sees that several students are making the same errors of form while speaking or writing, s/he can design language-focus activities that deal specifically with these errors. For students to retain the correct form, it is essential that these activities be based on errors they committed and be presented in context. The teacher ensures that all students feel comfortable taking risks and are supported when errors occur.

6. **Elicitation** refers to techniques used to directly elicit the correct form from students. The teacher elicits completion of her/his own utterance by strategically pausing to allow students to fill in the blank (e.g. *It's a...*), uses questions to elicit correct forms (e.g. *"How do we say X in English?"*) or asks students to reformulate what they said or wrote (e.g. *"Could you say/write that another way?"*).

Clarification Requests indicate to students that their utterances have either been misunderstood or are ill-formed in some way and that a repetition or reformulation is required (e.g. *"Pardon me..."*, *"What do you mean by...?"*, etc.).

Metalinguistic Feedback contains comments, information or questions related to the well-formedness of what students say/write without explicitly providing the correct form. This feedback generally indicates that there is an error somewhere. Also, it provides some grammatical metalanguage that refers to the nature of the error (e.g. *I didn't understand your verb. How do we say that verb in the past tense?*).

Repetition refers to the teacher's repetition in isolation of student errors. In most cases the teacher adjusts her/his intonation in order to highlight the error (e.g. *She sleep ?*).

N.B. The above corrective feedback techniques are taken from Lyster and Ranta (1997).

Strategies

Strategies are specific actions, behaviours or techniques used to solve problems and improve learning. They help students become aware of how they learn most effectively and the ways in which they can transfer that learning to new situations. Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. They are taught explicitly by the teacher through elicitation or by modelling. The teacher also needs to support the students' efforts and encourage them to reflect on the effectiveness of the strategies used. Students can share strategies that were successful with others. The suggested communication and learning strategies listed below have been proven effective for most second language learners.

Communication strategies are used by the learner with the intention to solve problems related to participating in and sustaining interaction.

- Gesture (make physical actions that convey or support messages)
- Recast (restate what someone else has just said to verify comprehension)
- Rephrase (express in an alternative way)
- Stall for time (buy time to think out a response)
- Substitute (use less precise expressions or words [circumlocution]) to replace more precise but unknown ones)

Learning strategies may be grouped into the following categories: metacognitive, cognitive and social/affective.

Metacognitive strategies involve thinking about and planning for learning as well as monitoring the learning task and evaluating how well one has learned.

- Direct attention (decide to pay attention to the task and avoid irrelevant distractors)
- Pay selective attention (decide in advance to notice particular details)

- Plan (foresee the necessary elements to achieve a goal)
- Self-evaluate (reflect on what has been learned)
- Self-monitor (check and correct one's own language)

Cognitive strategies involve manipulating and interacting with the material to be learned, or applying a specific technique to assist learning.

- Activate prior knowledge (link new information to what is already known)
- Compare (note significant similarities and differences)
- Delay speaking (take time to listen and speak when comfortable)
- Infer (make intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual clues, contextual cues, intonation or patterns)
- Practise (reuse language in authentic situations)
- Predict (make hypotheses based on prior knowledge, topic, task at hand, title, pictures, glancing through a text)
- Recombine (put together smaller meaningful elements in a new way)
- Scan (look for specific information in a text)
- Skim (read through a text quickly to get a general overview)
- Take notes (write down relevant information)
- Use semantic mapping (group ideas into meaningful clusters)

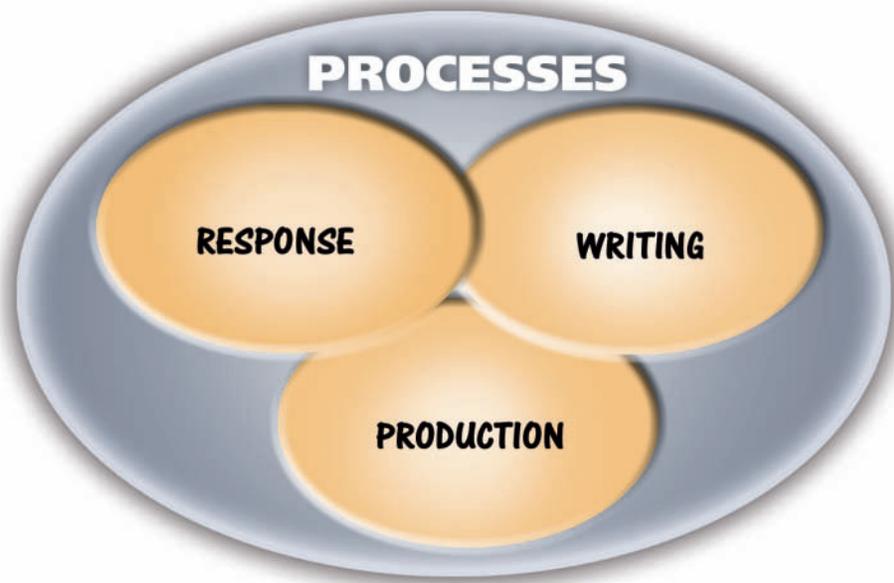
Social/affective strategies involve interacting with another person or using affective control to assist learning.

- Ask for help, repetition, clarification, confirmation (request assistance, reiteration, precision and reinforcement)
- Cooperate (work with others to achieve a common goal while giving and receiving feedback)
- Encourage self and others (congratulate or reward self or others)

- Lower anxiety (reduce stress through relaxation techniques or laughter, or by reminding self of goals, progress made and resources available)
- Take risks (experiment with language without fear of making mistakes)

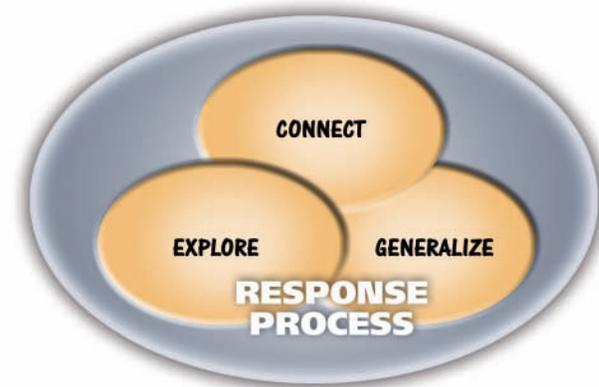
Processes

Processes are frameworks that help students learn, reflect and improve on their efforts to respond, write and produce. A process consists of a series of phases and each phase includes several elements. The phases of the response, writing and production processes are recursive—students are free to go back and forth between phases. They may also choose the elements they wish to focus on. In the writing process, for example, students may return to the preparing to write phase a second time in order to do more research. Over time, students personalize the processes in that they apply what works best for them in a given context.



Response Process

In a response process, students as listeners, readers or viewers construct meaning of a text by interacting with peers and the teacher. The students make personal links to the text and share thoughts, feelings and opinions about the text in order to arrive at a deeper, more meaningful understanding.



N.B. Students may respond to certain texts without exploiting the full range of the process. The examples provide prompts to help students respond to texts.

How do students use a response process?

When **exploring the text**, students identify what attracts their attention in the text and share their impressions.

(e.g. I noticed that..., I learned that..., I find ... very interesting, The author says...)

When **establishing a personal connection with the text**, students make a link to the text through their own or someone else's experience, and share this connection with others.

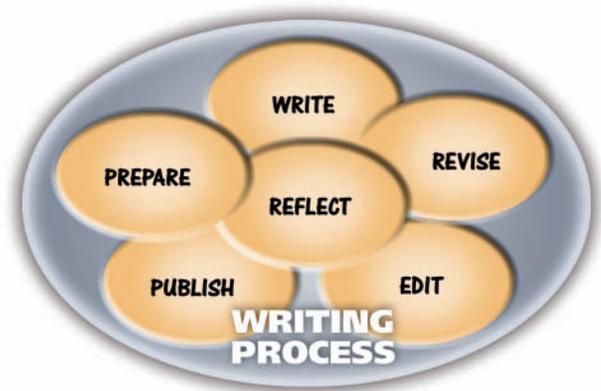
(e.g. I have the same problem as ..., I also went to..., I can ... like this character, I like to ... just like this character, That part makes me feel..., I was (happy/sad/etc.) that..., This reminds me of...)

When **generalizing beyond the text**, students address the issues of the text at a broader level.

(e.g. I wish we all could..., I think that we should..., If this happened in our community...)

Writing Process

In a writing process, students express themselves in a coherent, organized fashion. This process establishes a connection between writing, thinking and reading. Writing is a recursive process in that students may go back and forth between the phases—preparing to write, writing, revising, editing—depending on the topic, purpose and type of written text chosen. A writing process relies on collaboration and discussion involving the student, peers and the teacher. Reflecting occurs throughout the writing process as well as after the product has been completed.



Publishing is an optional phase: sometimes students will make a polished copy and share it with the intended audience. Students personalize a writing process over time as they experiment with various texts, models, tools and resources, then apply what works best for them in a given context.

N.B. Certain writing, such as informal e-mail messages, may not require students to make use of all the phases in the writing process. For written texts such as notetaking and journal writing, students do not use a writing process.

How do students use a writing process?

Preparing to Write

Before beginning to write, students determine the purpose of writing, the target audience, the intended effect on the audience as well as the appropriate text type. They may:

- brainstorm with others about ideas and topics
- activate prior knowledge of the language to be used and of the chosen topic
- draw upon ideas and personal memories
- construct an outline of the text
- research the topic
- use various resources

Writing the Draft(s)

Students begin to write and focus on the meaning of the message. They may:

- set down ideas, opinions, thoughts, needs and feelings
- leave space to make adjustments
- refer to their outline while writing
- confer with others whenever possible

Revising

The students read what they have written to clarify the meaning of their text and improve the organization of their ideas. They may:

- rethink what has been written
- focus on how well they have conveyed meaning and ideas as well as on organization and word choice
- share their writing with classmates
- take feedback into account
- use strategies for revising
- add, substitute, delete and rearrange ideas and words
- rework their drafts

Editing

Students focus on technical errors including spelling, capitalization, punctuation, sentence structure and language usage. They may:

- use paper or digital resources such as written models, dictionaries, thesauruses, grammar references
- consult peers and the teacher

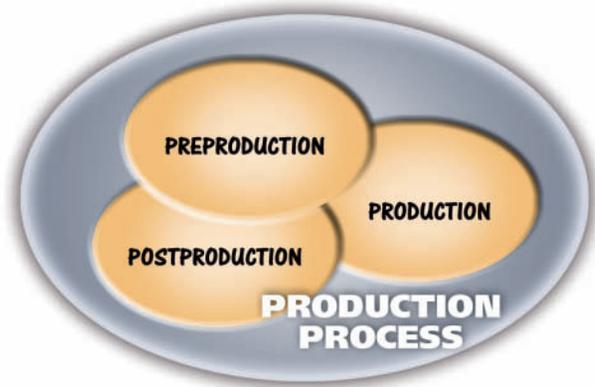
Publishing

If the students decide to publish a text, they may:

- choose a suitable format for the product (e.g. a class newspaper or Web page)
- make a polished copy
- share it with the intended audience

Production Process

In a production process, students express themselves by creating media texts (e.g. posters, photo stories, videos, multimedia computer presentations or Web pages). Producing a media text is a recursive process that involves three phases: preproduction, production and postproduction.



It relies on cooperation and discussion involving the students, peers and the teacher. Students do not need to complete the whole process for each media text: some texts may only be taken through the planning stage while others may be taken through to postproduction. Reflection occurs throughout the production process. Students personalize a production process over time as they experiment with various media texts, models, tools and resources, then apply what works best for them in a given context.

How do students use a production process?

Preproduction

Before producing a media text, students may:

- brainstorm with others to find a topic
- select a media text type to produce
- write a focus sentence such as: “*We are going to create a poster that we will display near the entrances of public buildings in the neighbourhood, inviting others to help us carry out our class project to clean up the local park.*” This sentence guides the group throughout the task
- activate prior knowledge of the chosen topic, language, type of media text(s) and past experiences
- research the topic using resources from various media
- clarify, reshape or confirm the meaning a media text holds for them
- create a script or storyboard (the storyboard includes elements such as *determining the purpose, context and target audience; arranging the sequence of events; deciding on the content; taking the length of the production into account; using and determining roles and responsibilities within the group*)
- validate the media text by doing a practice-run with a sample audience
- make adjustments according to feedback (in the production process, the term ‘editing’ refers to any adjustments made.)

Production

In the production phase, students may:

- create the media text using resources and taking into account the elements decided upon during the preproduction stage
- include elements of the media text type such as images, symbols and narration
- use a writing process according to the task at hand

Postproduction

In the postproduction phase, students may:

- edit, add final touches and make further adjustments, taking feedback into account
- present the media text to the intended audience

Texts

The term 'text' refers to any form of communication—spoken, written and visual—involving the English language. Students listen to/read/view a variety of popular, literary and information-based texts that correspond to their age, interests and English language development.

Types

- **Popular** texts include popular culture and everyday life (e.g. audio books, cartoons, comic strips, e-mails, greeting cards, invitations, letters, postcards, posters, riddles, songs, stories on video, teen magazines, texts on cassettes, related Web sites)
- **Literary** texts include children's and young adult literature (e.g. adventure books, biographies, drama, fantasy, fiction, illustrated books, journals and diaries, legends, multi-genre texts, mystery books, myths, novels, poetry, science fiction, short stories, teen plays and scripts, related Web sites)
- **Information-based** texts are non-fiction texts (e.g. advertisements, announcements, applications, atlases, dictionaries, directions, directories, documentaries, e-dictionaries, encyclopedias, forms, 'how to' books, instructions, labels, magazines, manuals, maps, memos, menus, messages, newspapers, multimedia presentations, questionnaires, reports, schedules, signs, summaries, surveys, timelines, related Web sites)

Components

- **Contextual cues** refer to the format and structure of a text. They can include: *table of contents, index, titles, subtitles, illustrations, key words, key sentences, paragraphs.*
- **Key elements** related to texts such as:

Short Stories
<i>character, setting, storyline</i>
Newspaper Articles
<i>headline, byline, lead, photos, captions</i>
Atlases
<i>maps, graphs, legends</i>
Songs
<i>verse, chorus, meter, rhyme</i>
Web sites
<i>URL,⁷ frames, hyperlinks</i>
Advertisements
<i>photos, graphics, slogan, music, logo</i>

7. URL (Uniform Resource Locator) is the Web address or location of a document, file or resource on the World Wide Web.

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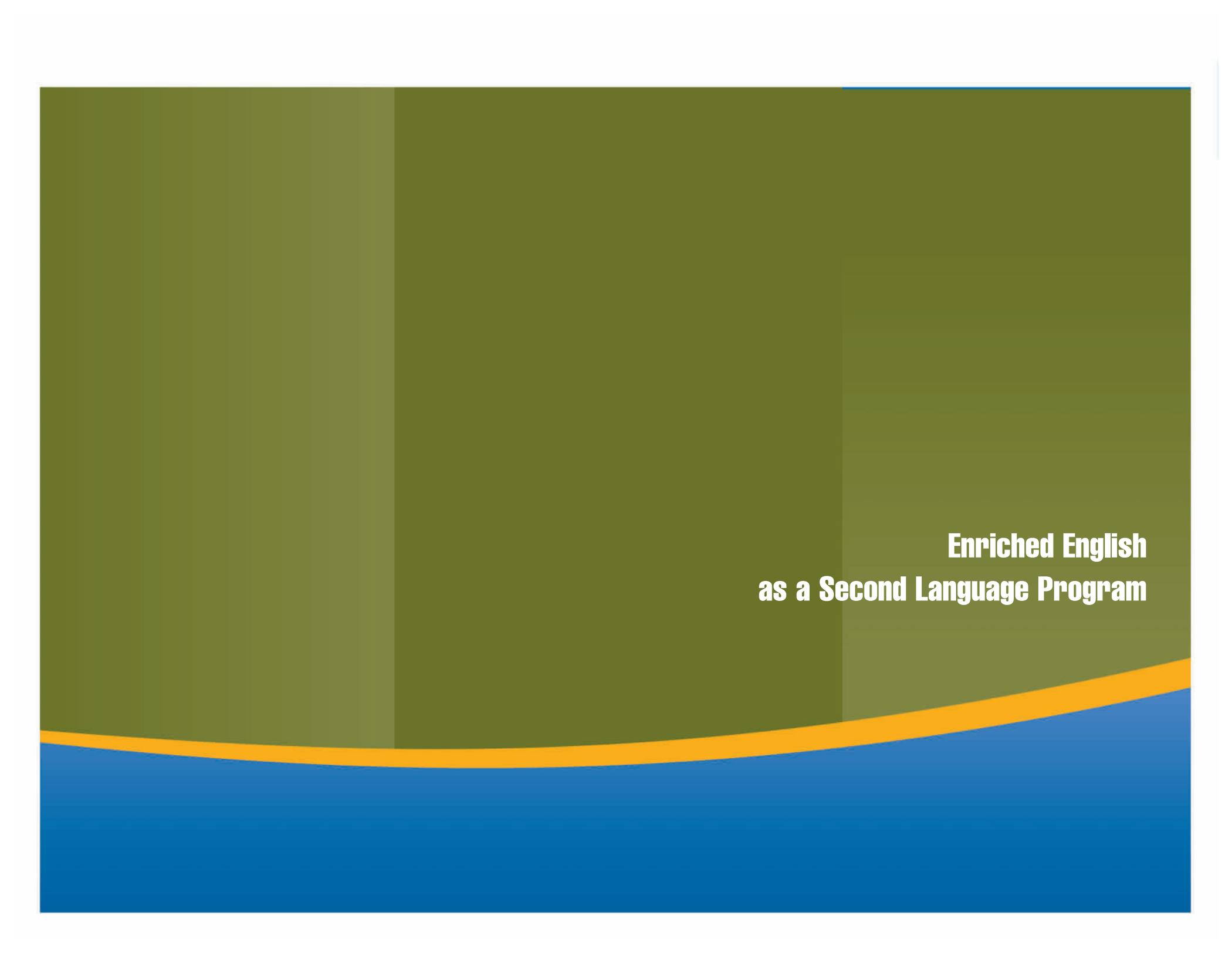
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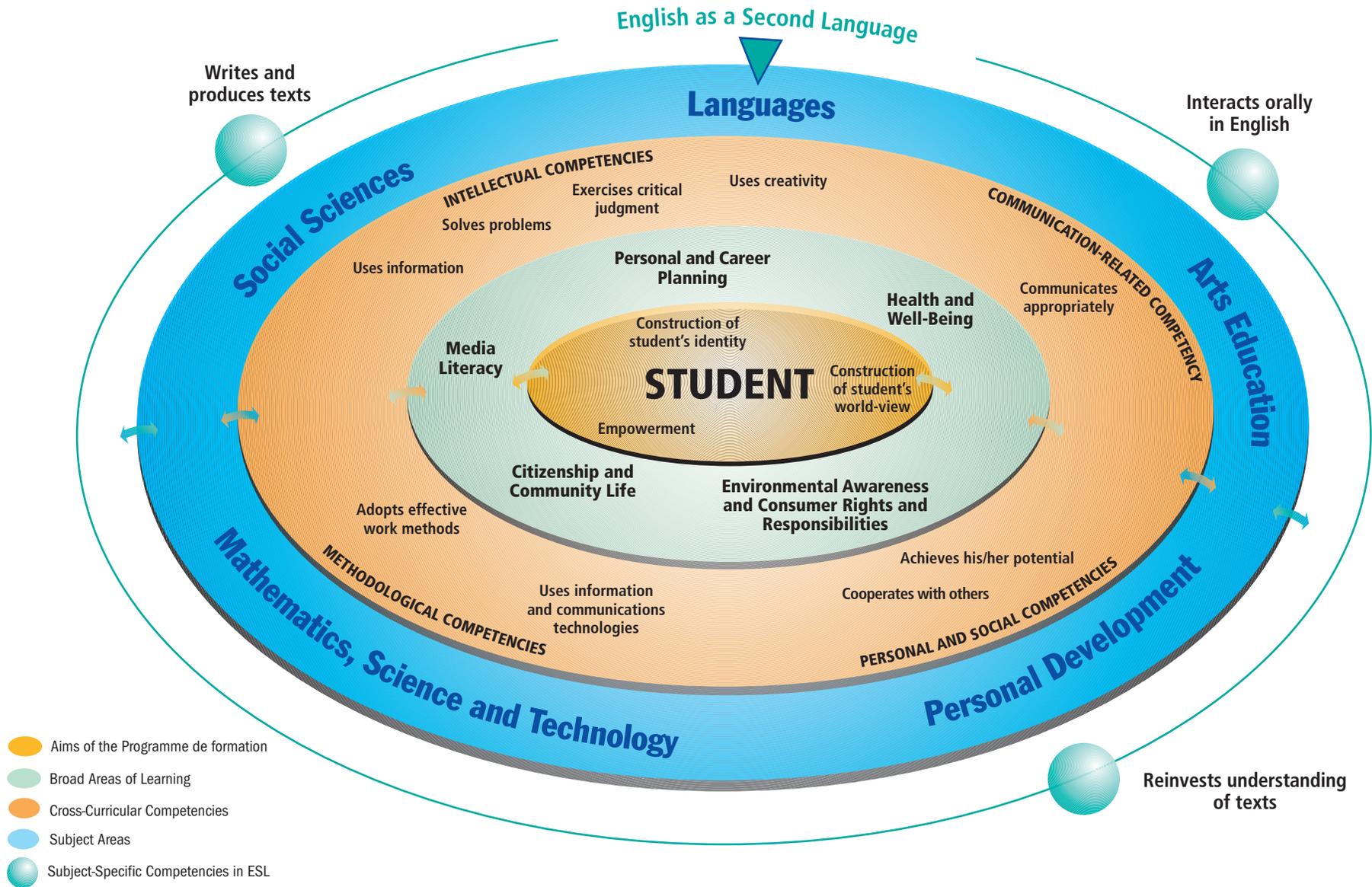
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**Enriched English
as a Second Language Program**

Making Connections: Enriched English as a Second Language Program and the Other Dimensions of the Programme de formation



- Aims of the Programme de formation
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in ESL



Introduction to the Enriched English as a Second Language Program

The Secondary Cycle One Enriched English as a Second Language (EESL) program is designed for students who are equipped to go beyond the Secondary Cycle One ESL Core program. EESL students have completed a local intensive program at the elementary level or have had other enriching English experiences. The EESL program continues to develop the three ESL competencies found in the elementary school program—*interacts orally in English*,* *reinvests understanding of texts*¹ and *writes and produces texts*. These three competencies are developed in synergy.

The goal of the EESL program is to help students develop communicative competence in English to enable them to communicate with people who speak English in Québec, in Canada and throughout the world. This program develops the students' abilities to speak, listen to, read, view, write and produce in English in order to actively participate in a rapidly evolving global society. English is a language used throughout the world by people of different languages and cultures as a common means of communication. Learning to communicate in English gives students access to the infinite possibilities open to English speakers including a wealth of information and many forms of entertainment. In the EESL classroom, they construct their identity by cooperating; sharing values, ideas and opinions; and reflecting on their learning. They are empowered by taking responsibility for their learning and by making decisions about issues to be investigated in class. Learning English provides students with opportunities to construct their world-view as they learn about other cultures and come to better understand English-speaking communities.

It also provides them with an additional means of sharing their own culture.

As in the elementary ESL program, English is used as the language of communication at all times in the Secondary Cycle One EESL program. The EESL program is based on the communicative approach, strategy-based learning, cooperative learning, cognitive approaches to language learning and the latest developments in second-language acquisition. In the previous secondary school objective-based program, listening, speaking, reading and writing skills were taught separately for specific purposes. The Cycle One EESL program goes beyond the sum of these skills. In this program, students develop the EESL competencies in meaningful learning and evaluation situations. As in the elementary program, evaluation has a two-fold purpose of support for learning and recognition of competencies.

At the end of the EESL secondary school program, students will be able to actively participate in English in a rapidly evolving global society. The Secondary Cycle One EESL program is a step towards the achievement of this goal.

* Note: Italics are used in the text to highlight links to other aspects to the program.

1. 'Text' refers to any form of communication—spoken, written or visual—involving the English language.

Making Connections: EESL and the Other Dimensions of the Programme de formation de l'école québécoise

The Programme de formation de l'école québécoise (PFEQ) focuses on helping students construct their identity and world-view and on empowering them to become responsible citizens. The three dimensions of the PFEQ are the broad areas of learning (BAL), the cross-curricular competencies (CCC) and the subject areas.

The broad areas of learning deal with the important issues of contemporary life that students face in today's society. The EESL program is linked to all BAL in that language is a means for learning about and discussing these issues. For example, in *Citizenship and Community Life*, students are called upon to develop openness towards the world and respect for diversity. They develop this openness and respect as they discover other cultures and communicate with members of different communities through the use of English—a universal language of communication. An educational aim of another BAL, *Media Literacy*, is to enable students to exercise critical, ethical and aesthetic judgment with respect to the media. The EESL competency *reinvests understanding of texts* helps them to form opinions as they explore, respond to and produce diverse media texts.

The cross-curricular competencies are a focal point in all subjects and school activities, and can be linked to the three EESL competencies. For example, while students *interact orally in English*, they have to *cooperate with others* so that effective interaction can take place. A connection between the EESL competency *reinvests understanding of texts* and the CCC *uses information and communications technologies* is evident when students use the Internet and CD-ROMs as sources of texts to research topics, or when they use software to organize and develop their ideas throughout the writing or produc-

tion processes. When *writing and producing texts*, they reflect on the best way to carry out a task and use the necessary resources—a focus of the CCC *adopts effective work methods*.

The EESL program can also be linked to the other subjects in the PFEQ. Learning English allows students to construct knowledge and develop strategies that can be reinvested in other fields of study and areas of interest, both inside and outside the classroom. There is a clear connection between EESL and Français, langue d'enseignement: in both programs, students develop the ability to write texts, which permits the transfer of learning from one subject to the other. They produce media texts in EESL, while further developing the competency *creates media images* from the Visual Arts program. Students draw on the competency *uses mathematical reasoning* from the Mathematics program when, for example, they interpret the results of a survey carried out in the EESL class. Furthermore, in interdisciplinary projects, the English language becomes an additional medium through which students may access resources available in English. For example, they can do research on historical events in English, construct meaning of the texts they find, and then reinvest their understanding of these texts in the French language when developing competencies in the History and Citizenship Education program.

Other connections may be found in an example of an interdisciplinary learning and evaluation situation which follows the section on "Integrated Teaching-Learning-Evaluating Context."

Integrated Teaching-Learning-Evaluating Context

All three competencies in the EESL program—*interacts orally in English, reinvests understanding of texts, and writes and produces texts*—develop in synergy. To maximize their development, certain conditions must be put into place.

A Community of Learners

The Secondary Cycle One EESL classroom is an interactive, collaborative and investigative community of learners in which students are responsible for actively participating in their learning. Oral interaction in this community is a necessary component for learning. The students use it to explore and discuss all issues dealt with in the EESL class. Students are empowered by being encouraged to make decisions about the issues to be investigated. These issues are inspired by the broad areas of learning which address concerns relevant to Secondary Cycle One students.

To encourage the students' development of communicative competence, English is the language used at all times for all types of student-student, student-teacher and teacher-student interactions. The EESL class is not a silent class—rather, it is an environment conducive to energetic and interactive communication among a community of learners, allowing time for individual reflection and writing. Interacting orally is instrumental for sharing ideas with others while speaking, listening, reading, viewing, responding, writing and producing. It gives students ample opportunities to learn about themselves and the surrounding environment, as well as to reinforce the sense of community in the classroom.

The EESL classroom is a supportive environment in which students work with others, feel comfortable taking risks, are encouraged to investigate personally relevant issues and explore a wide range of cultural aspects. Their development of communicative competence in English is both an

individual achievement and a community effort. Learning a second language is embedded in the social fabric of the EESL classroom where students learn by participating in meaningful tasks with others. Integrating projects using other school subjects makes tasks more meaningful and reinforces learning. Group tasks provide opportunities for students to learn to respect the different views of peers, to express personal views with confidence and to use effective work methods. They are given opportunities to work with others in collaboration and cooperation. Collaboration, in this context, involves any situation in which two or more students work together. Cooperation involves two or more students working together towards a common goal. For example, sometimes they collaborate with others to attain an individual goal or personal product such as a poem and, at other times, they cooperate to achieve a common goal such as planning a class celebration.

Resources for a Rich Learning Environment

EESL students must be immersed in a rich English environment with access to a wide variety of resources. Resources include teachers, peers, parents, other members of the community, portfolios, response journals, the Internet, dictionaries, thesauruses, grammar references, personal notes, prior work, banks of expressions, as well as posters of prompts for reflecting and giving feedback. By working on texts, students learn about language and how to use it. Texts are authentic,² varied and appropriate to students' age, interests and language level. Some examples of texts are teen magazines, science-fiction novels and documentaries. Books in the classroom are chosen from a large spectrum of genres such as children's and young adult literature, as well as others that appeal to the young adolescent reader. To write and produce texts, students must have access to audio and video equipment,

e.g. televisions, tape recorders, CD players, presentation and publishing software and media-related computer equipment. Examples of English *culture* are also present in the classroom, e.g. posters, films, teen magazines and comic books.

Students can contribute to creating this English environment by displaying texts they have written and produced, and by selecting English books or films that are used in class. Students are encouraged to use English resources available in the local, regional or global community, whenever possible.

Role of the Student

Students are active, reflective and responsible participants in the EESL community of learners. They are actively involved in their learning; for example, they participate in decisions about the content of learning and evaluation situations, the resources they will need to carry out a task, or the format a final product will take. The more students contribute to planning what goes on in the classroom, the more likely they will invest as responsible participants in the community of learners. Their discussions, written texts, productions of media texts and other tasks are closely connected to personal interests, concerns and the world of friends, family, school and community. They explore the *response, writing and production processes* and are encouraged to experiment with the elements of their phases. To personalize these *processes*, they use and adapt each of the phases according to their needs, learning styles and the task at hand. When carrying out tasks, they develop their use of *communication and learning strategies* and resources.

2. Authentic texts refer to materials that reflect natural speech or writing as used by native speakers. Teacher-made or adapted materials may qualify as authentic if they resemble real-world texts the students will encounter.

EESL students take risks and experiment with the English language. They begin to view mistakes as insights to learning. They increasingly notice the errors they are making, correct the error(s) and make a conscious effort to use the correct form in future interactions and texts. Taking time to reflect on errors helps them gain understanding of the complexities of the English language.

During the two years of Secondary Cycle One, students are given regular opportunities to evaluate their personal progress in language development with teacher guidance and support. With resources such as the portfolio, they keep track of their work and progress. They take into account feedback from the teacher and peers and make adjustments to their methods, their work, and to the language they are learning. They reflect on their progress by using a variety of evaluation tools such as conferencing, portfolios, self- or peer-evaluation, and make adjustments to their learning on a regular basis.

Role of the Teacher

The role of the teacher is to guide and support students in their learning in a variety of ways. S/he is responsible for establishing and cultivating a positive learning environment in which students are encouraged to interact in English and to work with others in a collaborative and cooperative fashion. As facilitator, the teacher is an observant pedagogue ready to adjust to the proficiency levels, needs, interests and learning styles of the students. The teacher is committed to encouraging students to actively participate in their learning by connecting what they have learned to their world, which includes the academic, social and personal aspects of their lives.

In order to teach students how to reflect on their learning process and products, the teacher asks pertinent questions, models reflection techniques and supports students with guided practice. To teach *communication and learning*

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strategies, the teacher models how to use them. S/he elicits information from the students to help them become aware of the *strategies* used, the effectiveness of these *strategies* and their transferability to different situations. The teacher also models how to use a variety of resources and shows students how to reflect on their use.

The teacher is responsible for encouraging students to continuously take risks and experiment with the English language. When students communicate, the primary focus is placed on the meaning of the message. As fluency develops, there is a gradual increase in attention paid to the accuracy of the form (grammar) of the message. Errors provide the teacher with insight into the students' language learning. To correct student errors that interfere with comprehension, the teacher uses corrective feedback techniques (e.g. *elicitation*, *clarification requests*, *metalinguistic feedback* and *repetition*)³ to help students notice and correct their errors. Focus on accuracy should never discourage student risk-taking; rather, the teacher needs to ensure that students always feel supported when errors occur.

Evaluation: an Integral Part of Learning

The teacher supports the students' learning throughout the cycle and assesses the development of competencies. S/he evaluates the students' learning process as well as their final product. Students reflect on their own learning and progress, and when necessary, make the appropriate adjustments. For recognition of competencies, the teacher evaluates the degree to which students have developed a competency, generally at the end of the cycle.

Evaluation Criteria

The evaluation criteria represent the important aspects of the competency that are to be observed in order to judge the development of this competency, both during the cycle and at the end of the cycle.

Criteria are used to create evaluation tools such as observation checklists and self-evaluation forms to gather information about the students' development of the three competencies. This information serves as a support for learning. It permits teachers to modify certain elements of their teaching in order to meet the needs of their students and helps students to improve their methods, work and language learning.

The evaluation criteria are generic in nature so that they may apply to diverse learning and evaluation situations. They are neither hierarchical nor cumulative. Teachers choose one or more criteria to observe and adapt them to the specific characteristics of the learning and evaluation situation, the period during the cycle, the students' prior learning, and the competencies and content targeted by the task. The evaluation criteria must be explained to the students in order for them to know what is expected in a particular learning and evaluation situation and to be able to make appropriate adjustments to their learning. In keeping with the students' role of participating in their learning, they could be more fully involved in the evaluation process by developing evaluation tools of their own for certain tasks.

End-of-Cycle Outcomes

The end-of-cycle outcomes provide a global portrait of what a competent student is able to do by the end of the cycle. The outcomes are not merely the sum total of the results of evaluation activities that went on during the cycle. They describe how a student demonstrates competency, under what conditions and with what resources. The level of complexity of the outcome is determined by the task, by how the evaluation criteria are defined and by the range of resources that are used. Students must be familiar with the end-of-cycle outcomes and use them to guide their progress throughout the cycle. The outcomes serve

3. See *Focus on Form (Grammar)* p. 212.

to interpret students' results for the end-of-cycle progress report so that appropriate remedial or enrichment activities may be provided for the students in the next cycle.

Learning and Evaluation Situations

The teacher, with contribution from the students, plans learning and evaluation situations that deal with issues drawn from the BAL; aspects of *culture*; the students' needs, interests or experiences; the CCC; or other subjects. Whether teacher-directed or student-initiated, these situations must be meaningful and interesting to the students and provide them with opportunities to interact in English, to cooperate and collaborate. The greater the appeal and relevance of the issue to them, the more students will make an effort to participate and communicate their point of view. The teacher and students can use a variety of methods and tools (e.g. observation, conferencing, checklists and portfolios) in order to carry out self-, peer- or teacher-evaluation, an integral part of the learning situation. Evaluation is to be seen in a positive light—it encourages risk-taking, supports learning and reinforces the social fabric of the class.

Essential Characteristics of a Learning and Evaluation Situation:

- Maximizes opportunities for oral interaction
- Promotes cooperation and collaboration
- Is appropriate to student's age and level of language development
- Is relevant to the student
- Is connected to the real world
- Is purposeful
- Is challenging and motivating
- Exploits authentic texts
- Allows for differentiation
- Encourages reflection
- Provides opportunities for transfer

Example of an Interdisciplinary Learning and Evaluation Situation: Earth Day

The following situation is only one example of how connections can be made among the components of the PFEQ. In this interdisciplinary learning and evaluation situation, the EESL teacher and teachers of other subjects collaborate to observe Earth Day, held in Canada on April 22.

Broad Area of Learning	<i>Environmental Awareness and Consumer Rights and Responsibilities</i> Focus of development of the BAL: <i>Awareness of his/her environment</i>
Cross-Curricular Competencies	<i>Uses information and communications technologies</i> <i>Uses information</i>
English as a Second Language	<i>Interacts orally in English</i> <i>Reinvests understanding of texts</i> <i>Writes and produces texts</i>
Science and Technology	<i>Seeks answers or solutions to scientific or technological problems</i>
Geography	<i>Interprets a territorial issue</i>
Catholic Religious and Moral Instruction	<i>Takes a reflective position on ethical issues</i>
Protestant Moral and Religious Education	<i>Takes a reflective position on situations involving an ethical issue</i>
Moral Education	<i>Takes a reflective position on ethical issues</i>

Earth Day and the Broad Areas of Learning

Earth Day provides an occasion to explore issues drawn from the BAL *Environmental Awareness and Consumer Rights and Responsibilities*. As students do work relating to a learning and evaluation situation based on Earth Day, they are encouraged to develop an active relationship with their environment while maintaining a critical attitude towards consumption and the exploitation of the environment.

Earth Day and the Cross-Curricular Competencies

The CCC *uses information and communications technologies* is targeted as students organize their Internet browsing techniques and their bookmarks and use appropriate search engines to consult specialized sites.

The CCC *uses information* is targeted because students encounter an abundance of information and conflicting points of view as they research different environmental concerns. While developing this competency, the student systematizes the information-gathering process, gathers information and puts information to use—all essential elements of efficient research. This competency can be evaluated through peer interviews, in which students discuss the sources of information explored, the pertinence of this information and, finally, how they would improve their research skills the next time they do a similar task.

Earth Day and the EESL Competencies

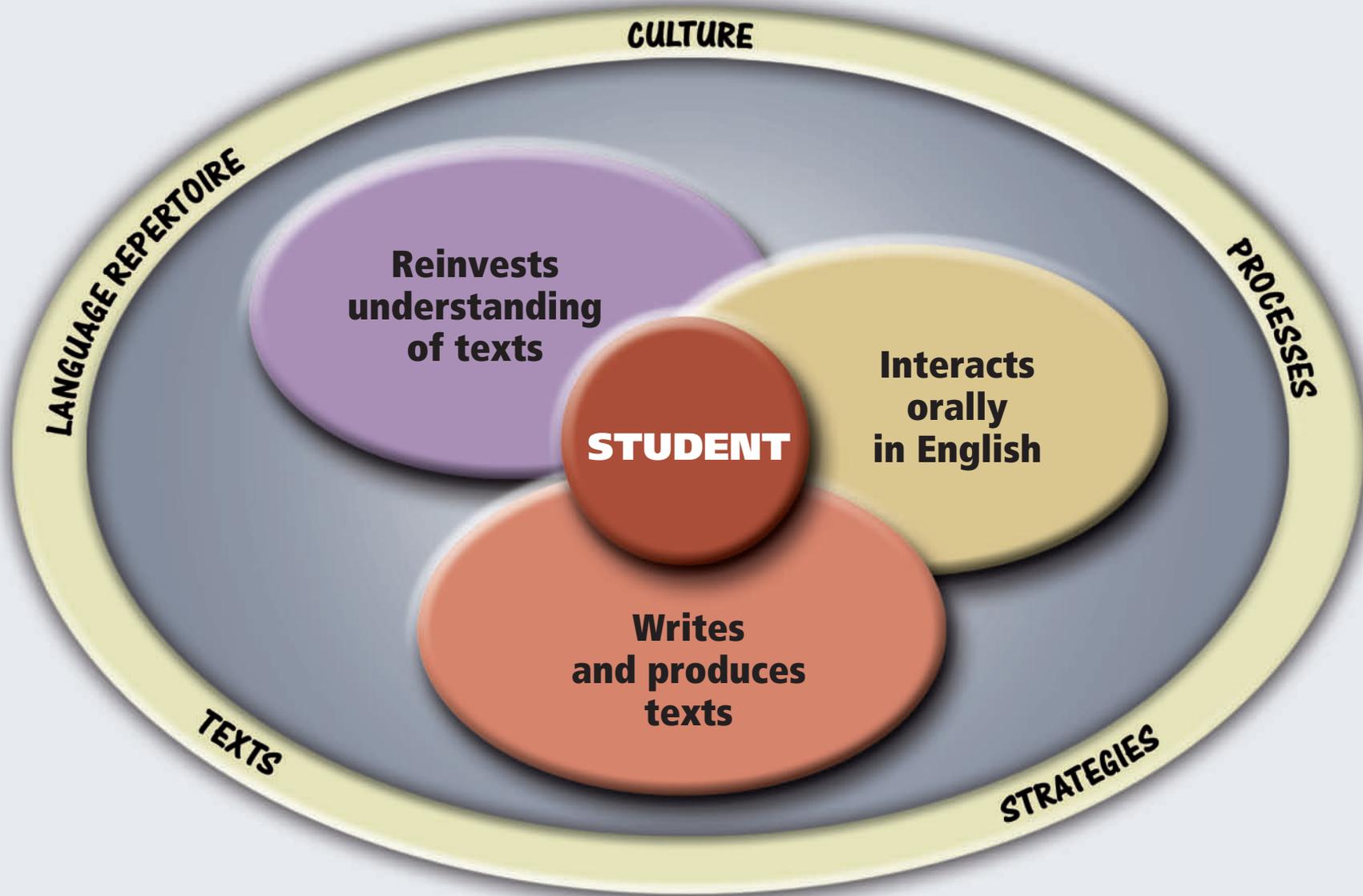
Throughout the entire learning and evaluation situation, EESL students interact orally in English to carry out different activities such as brainstorming, sharing information, discussing, writing and producing. Teacher, peer and self-evaluation checklists may be used to evaluate the students' level of participation in the various discussions

and their ability to communicate their message. Students can visit pertinent English Internet sites or do research in the library to gather information about the pollutant they have selected as well as its source(s). While doing the research, they can share their findings and reactions with others. They can reinvest their understanding of the information they have gathered by searching their neighbourhood for possible sources of the pollutant. They could report back to the class with their findings. The teacher may analyze the students' reports and their neighbourhood investigation to determine how appropriately they used information from their research and how well they were able to express their message. Based on these reports and neighbourhood investigations, the class may agree to take action which involves writing/producing a text. They may mount a letter-writing campaign to various elected officials inviting them to class to discuss the problem and find solutions, create a video to be shown at a community centre to raise public awareness, or design posters advertising a community cleanup organized by the class. Students could use a peer evaluation grid to give feedback on the personalized process(es) used and the effectiveness of the message in the text.

Earth Day and Connections to Other Subjects

In an interdisciplinary Earth Day project, connections to several subjects are possible. In the Science and Technology program, students may search for alternative ways to reduce waste. In the Geography program, they can determine the impact that these solutions would have on the local region. In the Catholic Religious and Moral Instruction, the Protestant Moral and Religious Education, or the Moral Education program, students could compare and contrast waste-related issues from different points of view (e.g. industry versus environment).

ENRICHED ENGLISH AS A SECOND LANGUAGE PROGRAM



COMPETENCY 1 Interacts orally in English

Focus of the Competency

The very nature of oral interaction requires students to work with others using the English language in order to learn the second language in context. It is a necessary component of constructing meaning with others. It also facilitates the development of reading and writing, and allows students to reflect on their learning. Although no official Enriched ESL program presently exists at the elementary level, EESL students have extensively developed the ESL elementary competency *interacts orally* through local intensive ESL programs or other enriching English experiences. EESL students are already relatively fluent in English and ready to expand their fluency and accuracy. In the Secondary Cycle One EESL program, students investigate issues in English related to their needs, interests and experiences by exploring concerns inspired by the broad areas of learning.

To increase fluency and accuracy in English—one of the key features of this competency—students converse in English at all times for different purposes, such as sharing information, experiences, needs and points of view. They interact orally to explore and develop their thoughts, feelings and ideas. It is through conversing that they learn to use language to foster collaboration in carrying out tasks. Oral interaction takes place in an atmosphere of trust and respect that allows students to take risks. They request, provide and integrate feedback from peers and the teacher. They use their expanding *language repertoire* to communicate a pertinent message for a specific context and audience. This message is articulate: it is meaningful, clearly pronounced, has ideas that flow smoothly and incorporates an appropriate vocabulary in order for the speaker to be easily understood. Students also explore social and

cultural values and traditions of English speakers. To solve communication problems and develop fluency and accuracy, students use *communication* and *learning strategies* as well as resources such as peers, personal notes, dictionaries and thesauruses.

While constructing the meaning of the message—another key feature of this competency—students listen actively to the speaker(s). It is by activating their prior knowledge of the topic and language that they are able to make personal links with the new information. To interpret the message, they also consider the context in which it is delivered, including factors such as the speaker's social and cultural values and traditions. Conversing with others helps students validate a personal understanding of the message being communicated. If the meaning of the message is unclear, they readjust comprehension with input from others. Students also use *communication* and *learning strategies* as well as resources.

Another key feature involves students' awareness of their personal development as communicators. Reflection is a vital component in this development. It is with guidance from the teacher and in discussions with peers that students learn how to reflect regularly on the language they use for different purposes. The teacher guides students by asking them pertinent questions and models reflection techniques; peers share their successes and challenges. This reflection includes considering how they use language to promote collaboration, since interacting orally while working with others is the cornerstone of this competency. It also concerns students reflecting regularly on the effectiveness of the *communication* and *learning strategies* such as self-monitoring and the resources used.

With insights acquired through reflection, they make necessary adjustments for their continued language development in English.

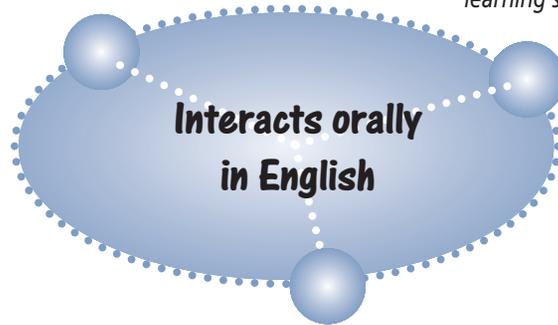
Key Features of Competency 1 (EESL)

Further develops fluency and accuracy

Converses regularly for different purposes • Takes risks • Requests, provides and integrates feedback • Uses expanding *language repertoire* • Uses *communication and learning strategies* and resources

Constructs meaning of the message

Actively listens to speaker(s) • Activates prior knowledge of the topic and language • Makes personal links to the new information • Interprets the message in light of the context • Validates personal understanding • Readjusts comprehension when necessary • Uses *communication and learning strategies* and resources



Becomes aware of personal development as communicator

Reflects on language used • Reflects on use of *communication and learning strategies* and resources • Makes necessary adjustments for continued language development in English

Evaluation Criteria

- Participation in oral interaction
- Pertinence of the message
- Articulation of the message
- Management of *communication and learning strategies*
- Management of resources

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students participate actively, spontaneously and appropriately in a variety of meaningful communicative situations related to their personal interests and concerns. They share and discuss a wide range of information, experiences, needs and points of view with some ease. They converse with others to explore and develop their thoughts, feelings and ideas on an ongoing basis. They use oral interaction to foster collaboration. They use a substantially expanded *language repertoire* to communicate a pertinent message, taking into account the context and audience. They communicate a well-articulated message that is easily understood. They request, provide and integrate feedback from peers and the teacher on a regular basis. They manage *communication and learning strategies* such as self-monitoring and resources such as dictionaries and thesauruses with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

COMPETENCY 2 Reinvests understanding of texts

Focus of the Competency

During Secondary Cycle One, young adolescents continue to form a point of view on a variety of issues. Although no official Enriched ESL program presently exists at the elementary level, EESL students have become familiar with a variety of texts in English. In the Elementary ESL program, students were introduced to different text types: *popular*, *literary* and *information-based*, and reinvested their understanding by carrying out a variety of tasks. In the Secondary Cycle One EESL program, students listen to, read and view a variety of authentic texts that are appropriate to their interests, age and level of language development (e.g. lyrics of popular songs, young adult literature and newspaper articles). Through the *response process*, they investigate texts in a deeper manner than they did at the elementary level. In Secondary Cycle One, they research and choose texts themselves, respond to texts, participate in the planning of reinvestment tasks and decide on what form the final reinvestment will take.

One of the key features of this competency involves the students using a personalized *response process*. They establish personal links with the text to make it more meaningful. Their *language repertoire* expands as they listen to/read/view more English texts. Students actively participate in discussions as members of a community of learners in order to share ideas, construct meaning with others and formulate a personal response. In these discussions, students request, provide and integrate feedback from others to deepen their understanding of the text. They use *communication* and *learning strategies* such as comparing, as well as resources such as response journals, previously understood texts, dictionaries, peers and the teacher.

Another of the key features of this competency includes students carrying out a reinvestment task.⁴ They select, organize and adapt ideas and information they have shared while responding to the text. They use their expanding language repertoire to formulate a meaningful message. They cooperate with others. They request, provide and integrate feedback from peers and the teacher on a regular basis. They use *communication* and *learning strategies*, as well as resources such as personal notes.

To broaden their knowledge of *text types*—a key feature of this competency—students listen to/read/view a variety of *popular*, *literary* and *information-based* texts appropriate to their age, interests and English language development. They use and build on prior knowledge of different *text types* to explore the characteristics of the text being listened to/read/viewed (e.g. a headline, a byline and a caption in newspaper articles). Another important aspect of this key feature is the students' use of *communication* and *learning strategies* and resources.

One of the key features involves students' awareness of their personal development as listeners/readers/viewers. Reflection is a vital component in this development. It is with guidance from the teacher and in discussions with peers that students learn how to reflect regularly on the effectiveness of their personalized *response process*, on their response to texts and their understanding of texts and *text types*, as well as on the *communication* and *learning strategies* and resources used. The teacher guides students by asking them pertinent questions and models reflection techniques; peers share their successes and chal-

lenges. With insights acquired through reflection, students make the necessary adjustments for their continued language development in English.

4. A reinvestment task can sometimes be as straightforward as students retelling a story in their own words. Sometimes it can be more elaborate (e.g. organizing and sharing a mini scrapbook of skateboard photos in response to a recorded interview with a professional skateboarder).

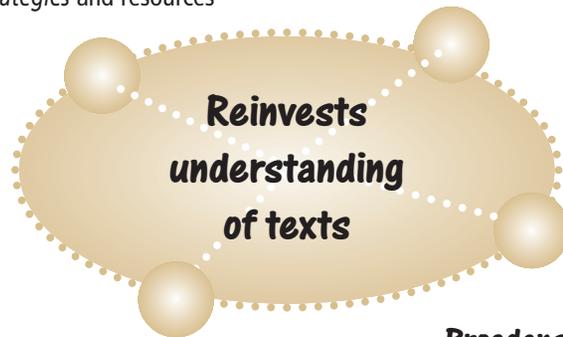
Key Features of Competency 2 (EESL)

Uses a personalized response process

Makes personal links • Expands *language repertoire* • Constructs meaning with others • Requests, provides and integrates feedback • Uses *communication* and *learning strategies* and resources

Carries out a reinvestment task

Selects, organizes and adapts ideas and information • Uses expanding *language repertoire* • Cooperates • Requests, provides and integrates feedback • Uses *communication* and *learning strategies* and resources



Becomes aware of personal development as listener/reader/viewer

Reflects on personalized *response process* and personal response • Reflects on understanding of *texts* and *text types* • Reflects on *communication* and *learning strategies* and resources used • Makes necessary adjustments for continued language development in English

Broadens knowledge of text types

Listens to/reads/views a variety of *popular, literary* and *information-based* texts • Uses and builds on knowledge of *text types* • Explores characteristics of *texts* • Uses *communication* and *learning strategies* and resources

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students use a personalized *response process* with increased ease. They explore a variety of *popular, literary* and *information-based* texts and become familiar with their characteristics. They formulate a response which demonstrates their understanding by making personal links to texts and constructing meaning with others. They request, provide and integrate pertinent feedback from peers and the teacher on a regular basis. They extend their response by selecting, organizing and adapting ideas and information into a reinvestment task with increased efficiency. They manage *communication* and *learning strategies* and resources such as response journals with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

Evaluation Criteria

- Application of a personalized *response process*
- Formulation of a personal response
- Exploration of a variety of *popular, literary* and *information-based* texts
- Management of *communication* and *learning strategies*
- Management of resources

COMPETENCY 3 Writes and produces texts

Focus of the Competency

Although no official Enriched ESL program presently exists at the elementary level, EESL students will have become familiar with the *writing process* in elementary school both in Français, langue d'enseignement and ESL classes. In the Elementary ESL program, students followed explicit models and experimented with open-ended models to write texts, all with guidance and support from the teacher. In Secondary Cycle One, EESL students develop personalized *writing* and *production processes* to guide their efforts while writing and producing texts of various types for different purposes. They write/produce texts that correspond to the requirements of the task or to their personal intention. When writing texts (texts composed only of the printed/written word) and producing media texts⁵ (texts that can have audiovisual, visual/print, digital or audio components), students learn to express ideas, thoughts, feelings and information in a coherent, organized manner for a variety of personally relevant purposes. They experiment with elements from the processes, apply them when writing and producing texts, and gradually build an individualized framework that develops into a personalized process. Throughout the cycle, they gain more control of *writing* and *production processes*, and begin to develop a personal style. Students participate actively and regularly in writing and producing texts as involved members of a community of learners.

One of the key features of the competency concerns the students' ability to use personalized *writing* and *production processes*. To write/produce effective, well-structured texts, students experiment with various elements of these *processes* and adapt the processes to the task at hand. They explore writing and producing in order to express

their thoughts, feelings and ideas, as well as to begin to develop a personal style. They use their expanding *language repertoire* to write/produce a message that is pertinent, clearly formulated, and appropriate to the context and *audience*. They request, provide and integrate feedback from peers and teacher. Ideas and information from others help students make informed and supported choices when adjusting a text. Throughout the *writing* and *production processes*, they develop a more effective use of *communication* and *learning strategies* like encouraging others and resources such as computers and portfolios.

To broaden their personal repertoire of texts—another key feature of this competency—students write and produce a variety of texts for different purposes. When writing/producing a text, students apply prior knowledge of the characteristics of the text type. They also need to use *communication* and *learning strategies* and resources such as previously written and produced texts, personal notes, models of *text types*, reference books, peers and teachers.

Another key feature involves the students' awareness of their personal development as writers/producers. Reflection is a vital component in this development. It is with guidance from the teacher and in discussions with peers that students learn how to reflect regularly on the effectiveness of their personalized *writing* and *production processes*, the product itself, as well as the *communication* and *learning strategies* and resources used. The teacher guides students by asking them pertinent questions and models reflection techniques; peers share their successes and challenges. With insights acquired through reflection, students make the necessary adjustments for their continued language development in English.

5. Examples of media texts that EESL students can produce:
- Audiovisual texts: drama, advertisements (print and video), talk shows, local news programs
 - Visual/print texts: posters, photo stories, advertisements, comic strips, class newsletters, newspapers
 - Digital texts: Web page, digital multimedia presentations
 - Audio texts: interviews, radio news, radio programs

Key Features of Competency 3 (EESL)

Uses personalized writing and production processes

Experiments with *processes* • Adapts processes to task
• Explores writing and producing as a means of self-expression
• Uses expanding *language repertoire*
• Requests, provides and integrates feedback
• Uses *communication* and *learning strategies* and resources

Broadens personal repertoire of texts

Writes and produces a variety of texts for different purposes
• Applies knowledge of *popular, literary* and *information-based* texts
• Uses *communication* and *learning strategies* and resources



Becomes aware of personal development as a writer and producer

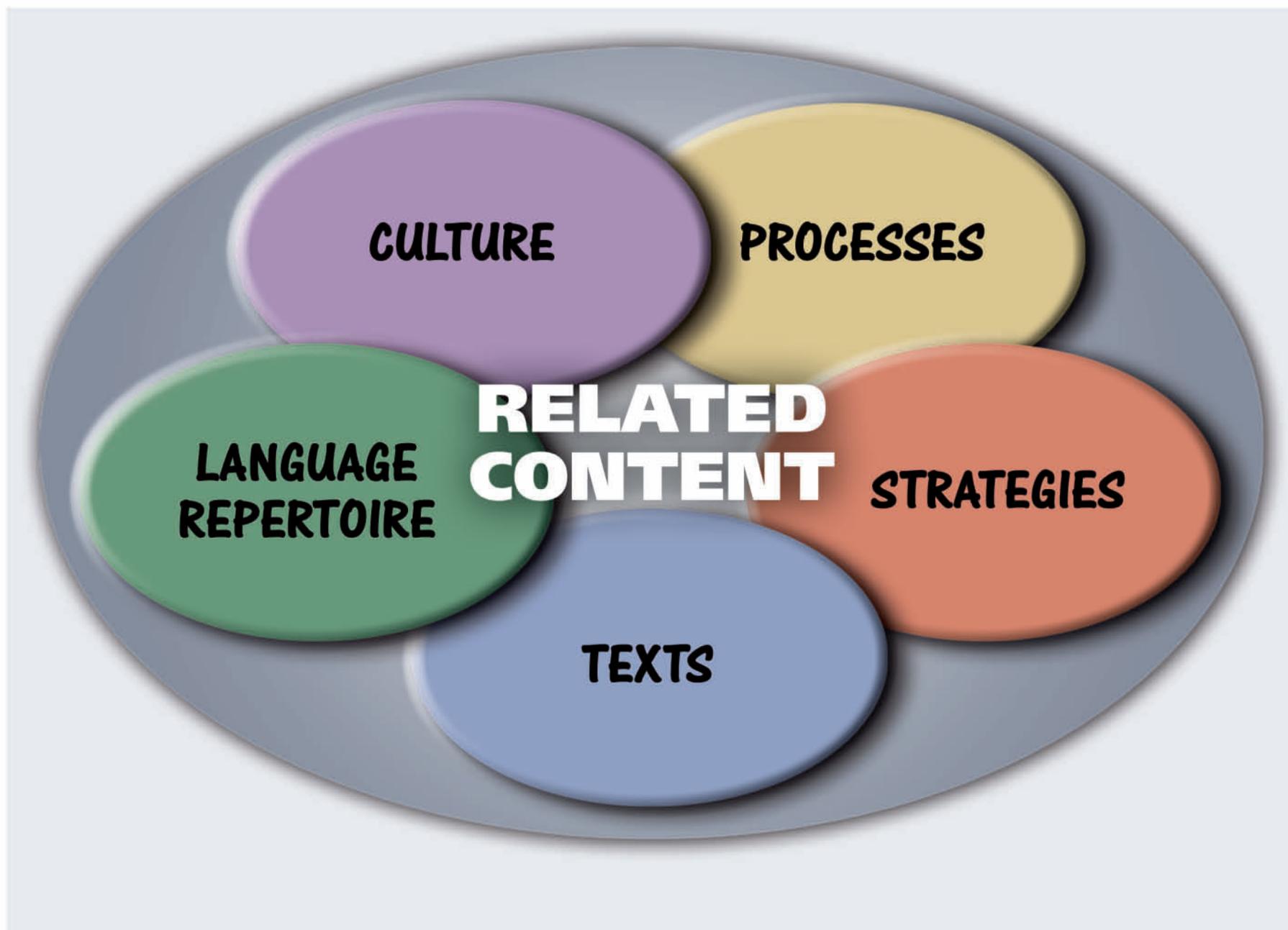
Reflects on personalized *processes* and product
• Reflects on *communication* and *learning strategies* and resources used
• Makes necessary adjustments for continued development in English

End-of-Cycle Outcomes

By the end of Secondary Cycle One, students write and produce *popular, literary* and *information-based* texts that represent their increased proficiency and their emerging personal style. They write/produce texts that correspond to the requirements of the task or to their personal intention. In order to write/produce an effective, well-structured text, they use and adapt personalized *writing* and *production processes* to the task at hand with increased ease. They use their substantially expanded language repertoire to write/produce a text that is pertinent to the context and audience. They write/produce a well formulated text that is easily understood. They request, provide and integrate feedback from peers and teachers on a regular basis. They manage *communication* and *learning strategies* such as encouraging others and use resources such as computers and portfolios with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

Evaluation Criteria

- Application of a personalized *writing/production process* appropriate to the task
- Pertinence of the text
- Formulation of the text
- Management of *communication* and *learning strategies*
- Management of resources



Related Content

The elements of this section are resources essential to the development of the three Secondary Cycle One EESL competencies. Students explore different aspects of the culture of English speakers. They experiment with and expand their personal language repertoire as well as their use of communication and learning strategies through speaking, listening, reading, viewing, writing and producing. Students use processes to respond to different texts, to write and produce texts, and to broaden their understanding and use of text types and text components.

Culture

When selecting and discussing aspects of culture, it is essential to consider the students' needs, interests and abilities. Incorporating aspects of English culture in the EESL program greatly contributes to the development of the students' world-view and to a better understanding of their own culture. It is important to incorporate references to English-language culture within Québec and Canada, to other English-language cultures (American, Irish, Scottish, Australian, etc.), and to cultures that use English as a second language.

The subcategories of each aspect of culture do not exclude other possibilities.

The Aesthetic Aspect of Culture

- *Cinema** (e.g. movie trailers, science-fiction, action, romantic and comedy films)
- *Literature* (e.g. folktales, myths and legends, poems, short stories, novels, biographies, autobiographies, young adult literature)
- *Music* (e.g. campfire songs, traditional folk music and songs, contemporary English songs, music videos)

- *Media* (e.g. radio shows, newspapers, teen magazines, various types of television programs: situation comedies, cartoons, soap operas, news programs, commercials)

The Sociological Aspect of Culture

- *Organization and nature of family* (e.g. values, beliefs, authority figures, roles, chores)
- *Interpersonal relations* (e.g. friendship, sports, games and other hobbies)
- *Customs* (e.g. food and meal traditions from around the world, holiday celebrations)
- *Material conditions* (e.g. clothing, housing)
- *Heroes and idols*
- *History* (e.g. historical sites, historical events, museums)
- *Geographical features* (e.g. natural and artificial features)

The Sociolinguistic Aspect of Culture

- *Social skills* (e.g. taking turns, disagreeing politely)
- *Paralinguistic skills* (e.g. gestures, facial expressions)
- *Language code* (e.g. dialects, accents, idiomatic expressions)
- *Humour* (e.g. jokes, riddles, puns, tall tales)

Language Repertoire

The language repertoire contains elements essential to the students' development of communicative competence in English. Over time, students assemble a personal language repertoire that reflects individual language experience and abilities. Students expand and continue to refine their language repertoire while developing the three EESL competencies.

Functional Language

- Requesting, receiving and providing feedback (e.g. *What do you think of...? Maybe you should..., I like the way you were able to..., Can you help me with this part? Tell me what you think this sentence means.*)
- Sharing information (e.g. *I really liked the part..., What did you think when you read...? One time I...*)
- Promoting collaboration (e.g. *Maybe if we try to..., Can you show me how you did that?*)
- Reflecting on personal development as communicator (e.g. *This strategy was useful because..., I have learned different ways to ask for help. I can now understand someone talking to me about..., because...*)
- Making personal links (e.g. *I had that happen to me once. Two years ago I...*)
- Constructing meaning with others (e.g. *What do you think the author means? Did you understand the part about...?*)
- Exploring the characteristics of popular, literary and information-based texts (e.g. *This kind of text is different from the last kind we heard/read/saw because..., I notice that this text has...*)
- Reflecting on personal development as listener/reader/viewer (e.g. *When viewing the text, I was able to..., I now know that science-fiction stories include..., If I am having a hard time understanding something I am listening to/reading/viewing, I can..., Last term I couldn't read..., and now...*)
- Planning the production (e.g. *I think we should..., We need to do some research on this. Do you know where we can find out about...?*)

* Note: Italics are used in the Related Content to highlight suggestions and examples.

- Reflecting on personal development as writer/producer (e.g. *It was very difficult to write/produce this because...*, *Our group's poster turned out so well because...*, *My writing has become much more...*)

Other Vocabulary

- Vocabulary related to participating in the immediate environment (e.g. *classroom, school premises, school staff, home*)
- Vocabulary related to the students' interests and needs (e.g. *leisure activities, relationships, fashion, music, sports, careers*)
- Vocabulary related to discussing texts
- Vocabulary related to the broad areas of learning
- Vocabulary related to the development of the cross-curricular competencies
- Vocabulary related to discussing communication and learning strategies
- Vocabulary related to the response, writing and production processes

Language Conventions

EESL students develop their knowledge and use of language conventions as they take risks, experiment with English in a variety of meaningful situations, receive appropriate feedback, correct their errors and make a conscious effort to use the correct form in future interactions and texts. They benefit from corrective feedback and language-focus activities that correspond to their immediate language needs within the context of learning and evaluation situations. Errors are a normal part of language learning. Students will often overuse newly learned elements, use them at inappropriate times and may even temporarily regress in their learning. In the EESL program, language conventions refer to pronunciation and intonation, as well as focus on form (grammar). Grammar can include word

order, agreement, word choice, spelling, capitalization and punctuation.

Focus on Form (Grammar)

What does 'focus on form' mean?

Throughout the Secondary Cycle One EESL program, students continue to develop fluency and accuracy in English. 'Focus on form' refers to communicative teaching that draws the students' attention to the forms and structures of the English language within the context of the interactive classroom. The primary focus of student communication is on the meaning of the message. Errors in form that impede the comprehension of the message are dealt with as they arise. When focusing on form, the grammar item must always be based on errors committed by students, be contextualized and not be treated in isolation. Focus on accuracy should never discourage student risk-taking; rather, the teacher needs to ensure that students always feel comfortable taking risks and are supported when errors occur.

How do students focus on form in a student-centred curriculum?

When students make errors in form, the teacher uses explicit corrective feedback techniques (e.g. *elicitation, clarification requests, metalinguistic feedback and repetition*)⁶ to draw students' attention to the error. Students notice it, become aware of the error and attempt to correct it themselves. It is important to emphasize that it is the students who correct the error, not the teacher. However, if students need help in finding the correction, they can use resources including the teacher, peers, dictionaries, grammar references, portfolios and personal notes. Students also need to make a conscious effort to use the correct form in future interactions and texts.

Gradually students become increasingly less dependent on the teacher by noticing errors and correcting themselves.

When the teacher sees that several students are making the same errors of form while speaking or writing, s/he can design tasks that focus specifically on these errors. Students who are committing the errors can work on these tasks. It is essential that these tasks be based on actual student errors in order to be meaningful for students and for the correction to be retained by them. The teacher also needs to take into account students' readiness to notice and acquire the target language form.

Language Register

EESL students experiment with a variety of language registers that can include jargon, slang, informal and formal language, depending on the audience and the context.

6. **Elicitation:** refers to at least three techniques to directly elicit the correct form from students. First, the teacher elicits completion of her/his own utterance by strategically pausing to allow the student to fill in the blank (e.g. *It's a ...*). Second, the teacher uses questions to elicit correct forms (e.g. *"How do we say X in English?"*). Third, the teacher asks students to reformulate what they said or wrote (e.g. *"Could you say/write that another way?"*).

Clarification Requests: indicate to the student that her/his utterance has been misunderstood or that the utterance is ill-formed in some way and that a repetition or reformulation is required (e.g. *"Pardon me..."*, *"What do you mean by...?"*, etc.).

Metalinguistic Feedback: contains comments, information or questions related to the well-formedness of what the student says/writes without explicitly providing the correct form. This feedback generally indicates that there is an error somewhere. Also, it provides some grammatical metalanguage that refers to the nature of the error (e.g. *I didn't understand your verb. How do we say that verb in the past tense?*).

Repetition: refers to the teacher's repetition in isolation of the student's error. In most cases, the teacher adjusts her/his intonation in order to highlight the error (e.g. *She sleep 1 ?*).

N.B. The above corrective feedback techniques are taken from Lyster and Ranta (1997).

Audience

When speaking, writing and producing, EESL students become increasingly aware of the audience, which can include one or more individuals—peers, family, trusted adults, teachers and other members of the community, including the online community.

Strategies

Strategies are specific actions, behaviours or techniques used to solve problems and improve learning. They help students become aware of how they learn more effectively and the ways in which they can transfer that learning to new situations. Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. They are taught explicitly by the teacher through elicitation or by modelling. The teacher also needs to support students' efforts and encourage them to reflect on the effectiveness of the strategies used. Students can share strategies that were successful with others. The communication and learning strategies listed below have been proven effective for most second language learners.

Communication strategies are used by the learner to solve problems related to participating in and sustaining interaction.

- Gesture (make physical actions that convey or support messages)
- Recast (restate what someone else has just said to verify comprehension)
- Rephrase (express in an alternative way)
- Stall for time (buy time to think out a response)
- Substitute (use less precise expressions or words [circumlocution] to replace more precise but unknown ones)

Learning strategies may be grouped into the following categories: metacognitive, cognitive and social/affective.

Metacognitive strategies involve thinking about and planning for learning, as well as monitoring the learning task and evaluating how well one has learned.

- Direct attention (decide to pay attention to the task and avoid irrelevant distractors)
- Pay selective attention (decide in advance to notice particular details)
- Plan (foresee the necessary elements to achieve a goal)
- Self-evaluate (reflect on what has been learned)
- Self-monitor (check and correct one's own language)
- Transfer (use a newly learned item in a new context)

Cognitive strategies involve manipulating and interacting with the material to be learned, or applying a specific technique to assist learning.

- Activate prior knowledge (link new information to what is already known)
- Compare (note significant similarities and differences)
- Delay speaking (take time to listen and speak when comfortable)
- Infer (make intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual clues, contextual cues, intonation or patterns)
- Practise (reuse language in authentic situations)
- Predict (make hypotheses based on prior knowledge, topic, task at hand, title, pictures, glancing through a text)
- Recombine (put together smaller meaningful elements in a new way)
- Scan (look for specific information in a text)

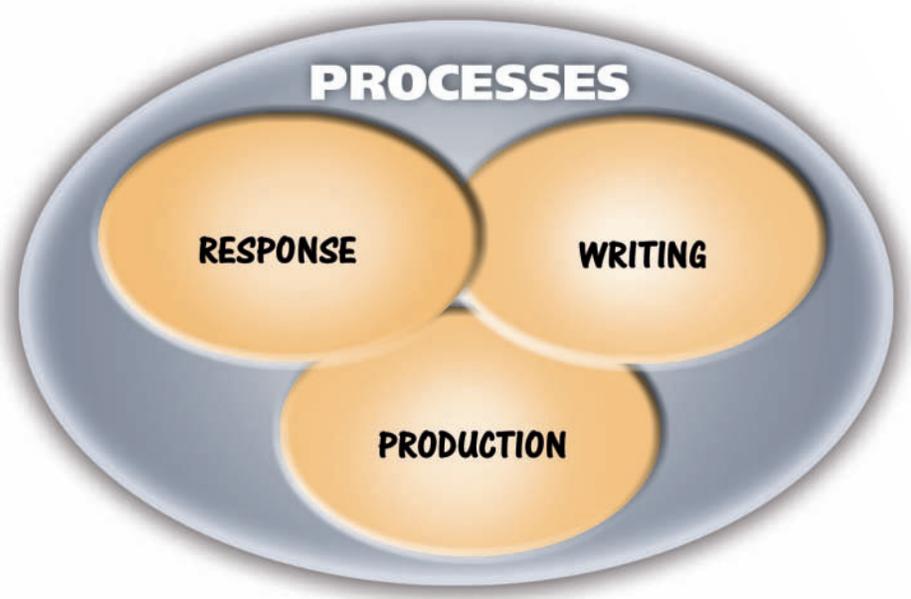
- Skim (read through a text quickly to get a general overview)
- Take notes (write down relevant information)
- Use semantic mapping (group ideas into meaningful clusters)

Social/affective strategies involve interacting with another person or using affective control to assist learning.

- Ask for help, repetition, clarification, confirmation (request assistance, reiteration, precision and reinforcement)
- Cooperate (work with others to achieve a common goal while giving and receiving feedback)
- Encourage self and others (congratulate or reward self or others)
- Lower anxiety (reduce stress through relaxation techniques or laughter, or by reminding self of goals, progress made and resources available)
- Take risks (experiment with language without fear of making mistakes)

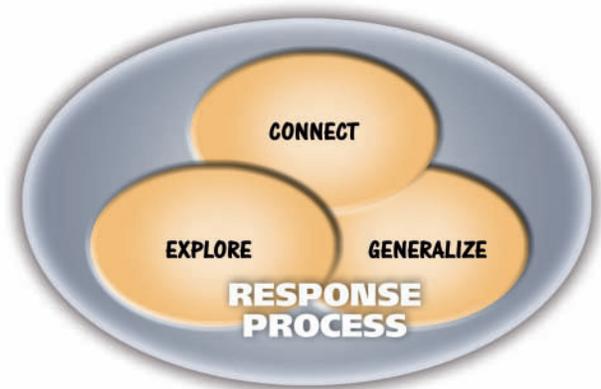
Processes

Processes are frameworks that help students learn, reflect and improve on their efforts to respond, write and produce. A process consists of a series of phases and each phase includes several elements. The phases of the response, writing and production processes are recursive—students are free to go back and forth between phases. In the production process, for example, students may go back to the preproduction phase a second time in order to do more research. Students may also choose the elements they wish to focus on. While writing the draft in the writing process, for example, students may decide to leave space to make adjustments and refer to their outline while writing. A process is personalized when students use and adapt the phases according to their needs and learning styles, as well as the task at hand.



Response Process

In a response process, EESL students as readers⁷ construct meaning of a text by interacting collaboratively with others. As members of a community of learners, students see and hear how other readers arrive at understanding and begin to realize that the ways to make meaning of texts vary from person to person. Response is linked to readers' reactions, questions and reflections which can include impressions, opinions, experiences, interests, feelings, thoughts, interpretations and concerns.



How do students use a response process?

In a response process, students make personal links to the text and share their reactions, questions and reflections in order to arrive at a deeper, more meaningful understanding.

Exploring the Text

- When listening to/reading/viewing, students
 - reflect on the text
 - write down what attracts their attention
 - identify the elements that they think are important
- While sharing their response, students
 - refer to passages or elements in the text
 - explain how these passages or elements help their understanding
- When taking others' responses into account, students
 - give and receive feedback
 - adjust their personal response if it is necessary

Why do students write an initial response before sharing it with others?

- Writing a response gives students the opportunity to capture thoughts on paper in order to later revisit, support, reuse, adjust or even reject them.
- By writing a response, students have time to reflect on the implications of the text in order to pull their thoughts together.
- When students arrive at the discussion table, they already have a record of their own thinking and are prepared to share insights about the text with others.

Establishing a Personal Connection with the Text

- When reflecting on the text, students
 - establish a personal connection between the text and their reactions, questions and reflections to help them better understand the text
 - may find a link to the text through someone else's experience (students may make a connection through a conversation with a family member who had a similar experience)
 - share this personal connection with others

Generalizing Beyond the Text

- When students generalize beyond the text, they
 - address the issues at a broader, more general level
 - learn about themselves and develop a sense of community as they learn about others—for example, the plight of a homeless teenager dramatized in a text may bring readers to empathize, sympathize and become proactive (e.g. *create an awareness poster, write to government officials*) in dealing with related issues

Sample guiding questions to help students respond to texts in their discussion groups

At times, questions may be given to discussion groups to help students respond to texts.

Popular texts: (Soap opera)

How do these characters compare with people you know? How do you explain your attraction or aversion to a particular show?

Literary texts: (Short story)

To what extent do you agree or disagree with the way the character(s) think(s) and act(s)? At this point, how do you think the story will end? How would you like it to end?

Information-based texts: (Newspaper article)

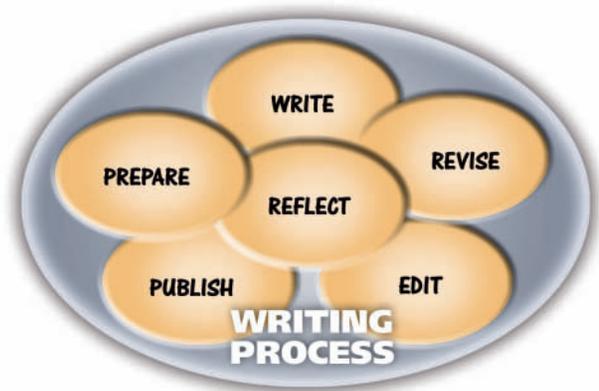
How did you feel as you read this article? Why did you feel this way? How was the material presented in order to appeal to a particular audience?

7. The term 'readers' is used to refer to listeners/readers/viewers throughout the Process section of the EESL Program.

Ways to Support the Response Process	
<i>Response Journals</i>	Response journals can appear in the form of a booklet, notebook, folder or e-file. Students keep notes about what they have listened to/read/viewed/discussed. Items that can be included are personal reactions, questions, reflections, predictions, comments made during and after reading, as well as any other information considered important to students.
<i>Dialogue Journals</i>	Dialogue journals are ongoing written conversations between students, their peers and/or their teacher. They provide a written record of discussions about texts.
<i>Double-Entry Journals</i>	Double-entry journals also give students the opportunity to take notes and respond individually to a text. Pages are divided into two columns. In the left-hand column, students jot down anything they consider important about the text, e.g. quotations, events, character descriptions, facts and recurring visual symbols. In the right-hand column, students record personal observations, reactions and links to the text opposite the appropriate entry.
<i>Literature Circles</i>	Literature circles are small group discussions based on texts. Discussions can focus on one text, different texts written/produced by a particular person, different texts on the same theme or from the same genre. Response or dialogue journals can be used to assist students in their discussion.
<i>Open-Ended Questions</i>	Open-ended questions encourage students to reflect on texts in order to gain a deeper understanding.
<i>Role-Play</i>	As students interpret roles, they explore and express the thoughts and feelings of a character. Role play contributes to a deeper understanding of characters in a particular context.
<i>Improvisation</i>	Improvisation involves students in spontaneous, unscripted, unrehearsed activities. It is an effective way to develop ideas, scenes and characters. It promotes concentration, cooperation and provides students with a forum for rapid oral dialogue.
<i>Mind Maps</i>	Mind maps are graphic tools that help students connect ideas. They are a technique for note taking, developing a concept or summarizing information.
<i>Character Mapping</i>	Character mapping is a graphic tool that helps students visualize the development and relationships of characters in a text. It is an effective technique for highlighting characters' actions, personality traits and their relationships using supporting evidence from the text.
<i>Story Mapping</i>	Story mapping is also a graphic tool that helps students visualize the development of events in a text. It is an effective technique for highlighting events that have taken place.
<i>Graphic Organizers</i>	Graphic organizers are instructional tools that are used to illustrate students' prior knowledge about a topic or text. Some examples of graphic organizers include KWL (what you know now, what you want to know, what you learned), T-charts, Venn diagrams, idea Webs, etc.

Writing Process

In a writing process, students express themselves in a coherent, organized fashion. This process establishes a connection between writing, thinking and reading. Writing is a recursive process in which students go back and forth between phases—preparing to write, writing, revising and editing—depending on the topic, purpose and type of written text chosen. A writing process relies on collaboration and discussion involving students, peers and the teacher.



Reflecting occurs throughout the writing process as well as after the product has been completed. Publishing is an optional phase: sometimes students will make a polished copy and share it with the intended audience. Students personalize a writing process over time as they experiment with various texts, models, tools and resources, then apply what works best for them in a given context.

N.B. Certain writing, such as informal e-mail messages, may not require students to make use of all the phases in the writing process. For written texts like note taking and journal writing, students do not use a writing process.

How do students use a writing process?

Preparing to Write

Before beginning to write, students determine the purpose of writing, the target audience, the intended effect on the audience as well as the appropriate text type. They may:

- brainstorm with others about ideas and topics
- activate prior knowledge of the language to be used, the text type and chosen topic
- draw upon ideas and personal memories
- construct an outline of the text
- research the topic
- reflect on ideas and topic
- use various resources

Writing the Draft(s)

Students begin to write and focus on making meaning. They may:

- set down ideas, opinions, thoughts, needs and feelings
- leave space to make adjustments
- refer to their outline while writing
- reflect on the ideas written
- confer with others whenever possible

Revising

Students read what they have written to clarify the meaning of their text and improve the organization of their ideas. They may:

- rethink what has been written
- focus on how well they have conveyed meaning and ideas as well as on organization and word choice
- share their writing with classmates
- take feedback into account

- use strategies for revising
- reflect on what has been written
- add, substitute, delete, and rearrange ideas and words
- rework their drafts

Editing

Students focus on technical errors including spelling, capitalization, punctuation, sentence structure and language usage. They may:

- use paper or digital resources such as written models, dictionaries, thesauruses, grammar references
- consult peers and the teacher

Publishing (Publishing is an optional phase: sometimes students will make a polished copy and share it with the intended audience.)

If students decide to publish a text, they may:

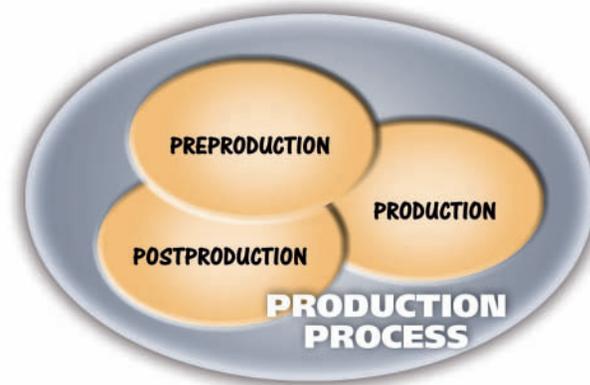
- choose a suitable format for the product (e.g. a class newspaper or Web page)
- make a polished copy
- share it with the intended audience

Production Process

Since EESL students are likely to be in contact with English media such as computer games, videos and songs, they need to be critically aware of the messages sent. Through a variety of production experiences, students develop a more comprehensive understanding of the media from a producer's perspective and from a critical consumer's perspective. By engaging in a production process, students participate in building a community of learners as media viewers, producers and consumers.

In a production process, students express themselves by creating media texts (e.g. posters, photo stories, videos, multimedia computer presentations or Web pages). Producing a media text is a recursive process that involves three phases: preproduction, production and postproduction. It relies on cooperation and discussion involving students, peers and the teacher. Reflection occurs throughout the production process. Students personalize a production process over time as they experiment with the various elements and then apply what works best for them in a given context.

The production process should not be seen as set in stone. Students do not need to complete the whole process for each media text they undertake. Some texts may only be



taken through the planning stage. Other larger production projects may be taken through to postproduction. What is important is that students have the chance, in every case, to reflect on their production experience.

How do students use a production process?

Preproduction

Before producing a media text, students may:

- brainstorm with others to find a topic
- select a media text type to produce
- write a focus sentence such as: *For our project, we are going to create posters that will be displayed in public buildings in the community, inviting others to help us clean up our neighbourhood park.* This sentence guides the group throughout the process
- activate prior knowledge of the chosen topic, language, type of media text(s) and past experiences
- research the topic using resources from various media
- use a personalized response process to clarify, reshape or confirm the meaning a media text holds for them

- create a script or storyboard (the storyboard includes elements such as *determining the purpose, context and target audience; arranging the sequence of events; deciding on the content; taking the length of the production into account; using and determining roles and responsibilities within the group*)
- validate the media text by doing a practice-run with a sample audience
- make adjustments according to feedback (in the production process, the term 'editing' refers to any adjustments made.)

Production

In the production phase, students may:

- create the media text using resources and taking into account the elements decided upon during the preproduction stage
- include elements of the media text type such as images, symbols and narration
- use a writing process according to the task at hand

Postproduction

In the postproduction phase, students may:

- edit, add final touches and make further adjustments, taking feedback into account
- present the media text to the intended *audience*
- reflect on audience reaction and feedback
- reflect on the production process, both individually and with the production group
- reflect on cooperation, both individually and with the production group
- reflect on language development, both individually and with the production group
- reflect on the product, both individually and with the production group

Texts

The term 'text' refers to any form of communication—spoken, written and visual—involving the English language. Students listen to/read/view a variety of popular, literary and information-based texts appropriate to their age, interests and English language development.

Types

- **Popular** texts include popular culture and everyday life (e.g. *audio books, cartoons, comic strips, e-mails, e-magazines, greeting cards, invitations, letters, post-cards, posters, riddles, songs, stories on video, teen magazines, texts on cassettes, related Web sites*)
- **Literary** texts include children's and young adult literature (e.g. *adventure books, biographies, drama, fantasy, fiction, illustrated books, journals and diaries, legends, multi-genre texts, mystery books, myths, novels, poetry, science fiction, short stories, teen plays and scripts, related Web sites*)
- **Information-based** texts are non-fiction texts (e.g. *advertisements, announcements, applications, atlases, dictionaries, directions, directories, documentaries, e-dictionaries, encyclopedias, forms, 'how to' books, instructions, labels, magazines, manuals, maps, memos, menus, messages, newspapers, multimedia presentations, questionnaires, reports, schedules, signs, summaries, surveys, timelines, related Web sites*)

Components

- **Contextual cues** refer to the format and structure of a text. They can include: *table of contents, index, titles, subtitles, headlines, key words, illustrations, charts, diagrams, paragraphs.*
- **Key elements** related to texts such as:

Short Stories
<i>character, setting, storyline</i>
Newspaper Articles
<i>headline, byline, lead, photos, captions</i>
Atlases
<i>maps, graphs, legends</i>
Songs
<i>verse, chorus, meter, rhyme</i>
Web sites
<i>URL,⁸ frames, hyperlinks</i>
Advertisements
<i>Photos, graphics, logo, slogan, jingle</i>

8. URL (Uniform Resource Locator) is the Web address or location of a document, file or resource on the World Wide Web.

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