



English as a Second Language

Prework Training



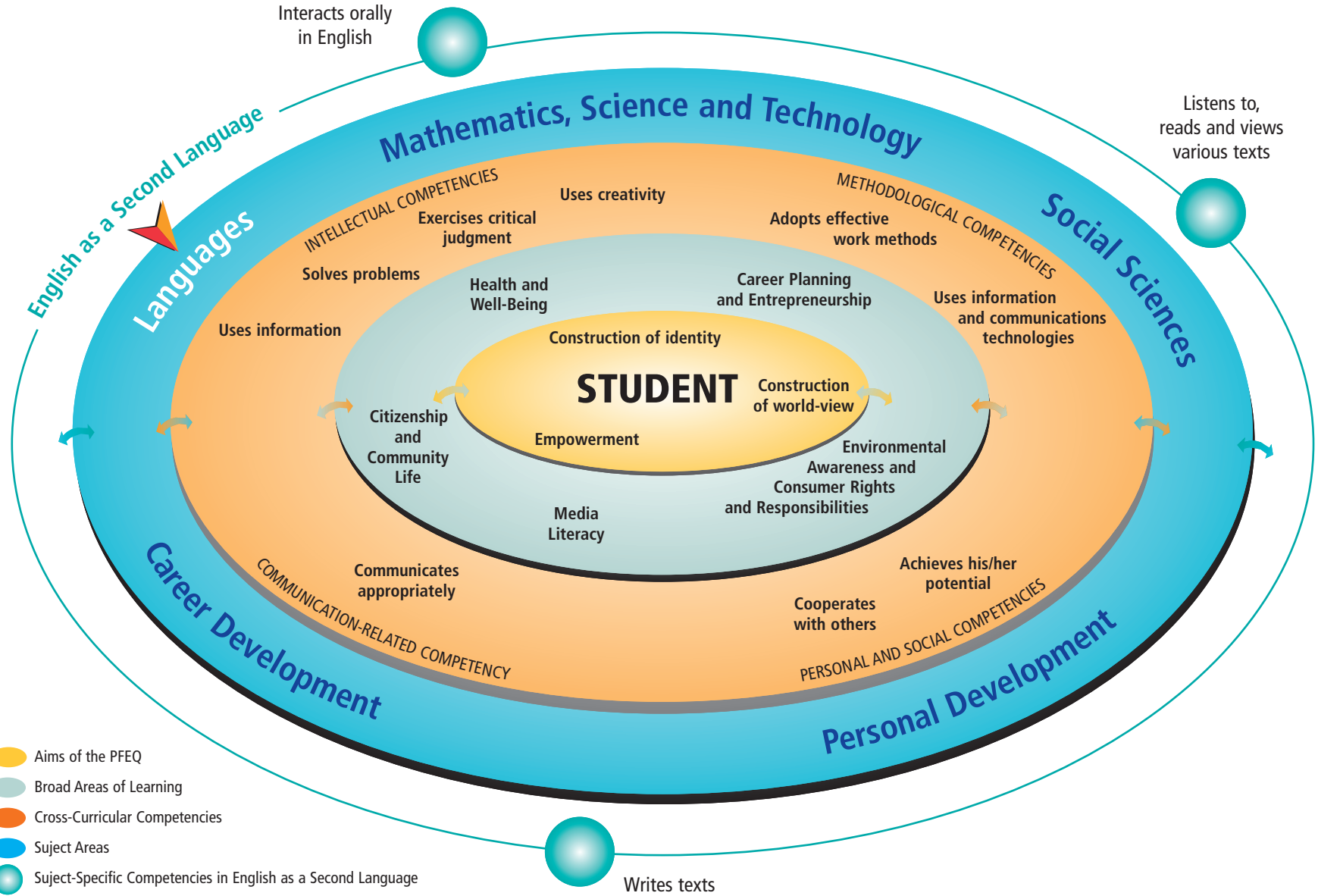
Table of Contents

- Introduction**1
- Making Connections: English as a Second Language and Other Subjects in Pework Training**3
- Integrated Teaching-Learning-Evaluating Context**4
- Competency 1 Interacts orally in English**5
 - Focus of the Competency5
 - Key Features of Competency 16
 - Evaluation Criteria6
 - Outcomes6
- Competency 2 Listens to, reads and views various texts**7
 - Focus of the Competency7
 - Key Features of Competency 29
 - Evaluation Criteria9
 - Outcomes9
- Competency 3 Writes texts**10
 - Focus of the Competency10
 - Key Features of Competency 312
 - Evaluation Criteria12
 - Outcomes12

English as a Second Language

- Program Content**
 - Language Repertoire13
 - Strategies15
 - Response Process17
 - Texts19
 - Writing Process20
- Bibliography**21

English as a Second Language Program and the Other Dimensions of the Programme de formation de l'école québécoise (PFEQ)



- Aims of the PFEQ
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in English as a Second Language



Introduction

For students in Pework Training, developing competencies in English as a second language gives them an additional tool to better meet the challenges that await them in the workplace. It also gives them the opportunity to be more open to other cultures in Québec and Canada, as well as in many other countries throughout the world.

The program aims to develop students' knowledge of English to enable them to cope on their own in different situations and, in particular, to meet their needs with regard to safety, getting around/travelling/transportation, work and recreation. For example, they will be able to read information-based texts, listen to or view documentaries in English, and enrich their knowledge on different topics. The program will also enable them to find new sources of entertainment in the English media, including magazines, film, radio and television. Even a basic understanding of another language will give students an additional means to gaining greater autonomy.

Students will be able to acquire basic English oral communication skills that will be useful in everyday life.

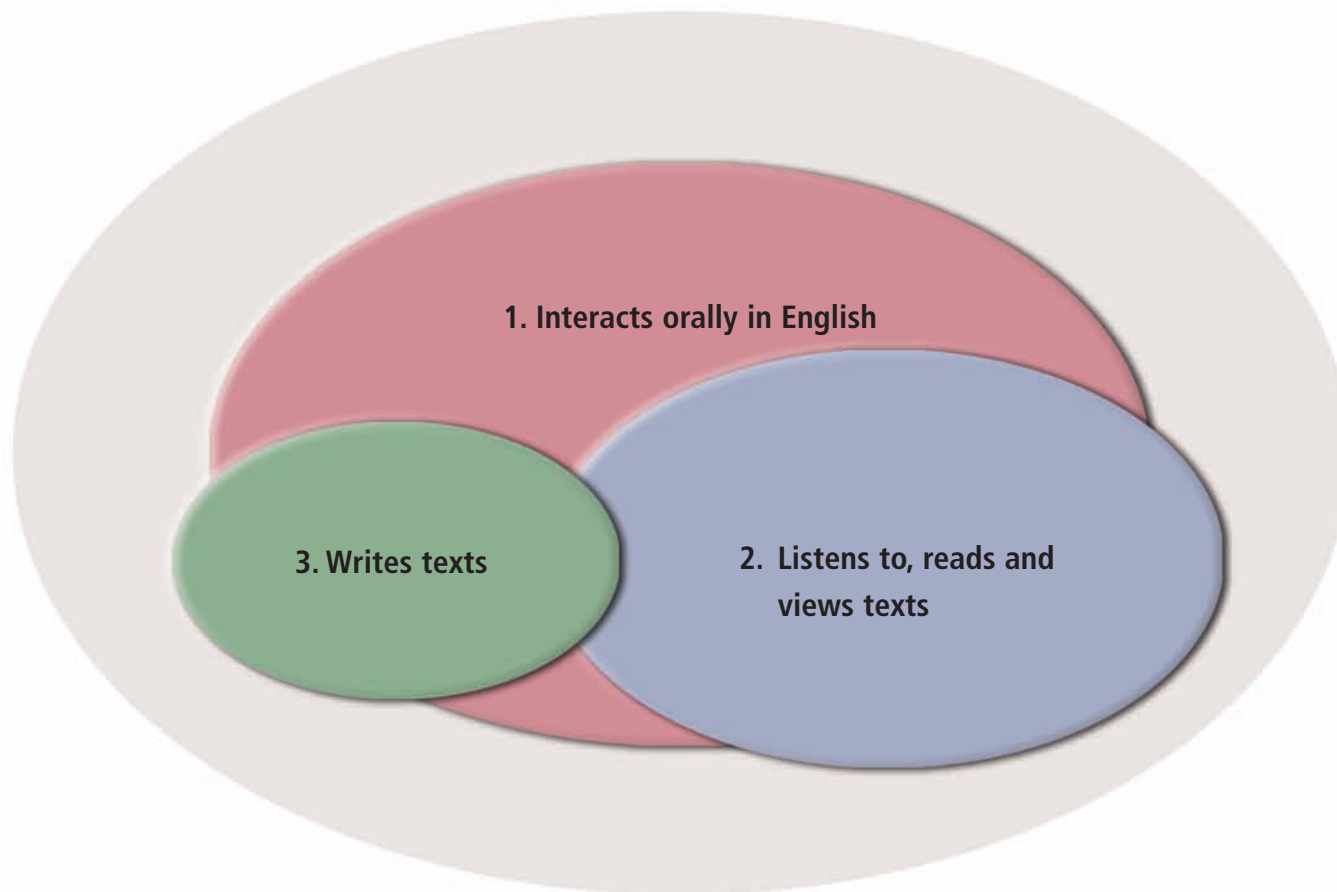
The program focuses on the competencies that students began to develop in elementary school and in Secondary Cycle One. The three competencies for the Pework Training program are the following: *Interacts orally in English; Listens to, reads and views texts;*¹ and *Writes texts*. It is based on a communicative approach and takes into account the most recent research findings² in the field of second language learning. According to this approach, the teacher is the students' linguistic model and speaks English at all times. Furthermore, students are actively engaged, in school or on their job training, in activities that can improve their ability to communicate in English. The three competencies are developed in synergy, in an interactive learning context.

The program is also designed in view of responding to the real life needs of the students it targets. Teachers are therefore encouraged to practise differentiated instruction, which takes into account their students' varied experiences and prior knowledge, as well as their concerns and interests.

Teachers should also focus on the students' development of the competency *Interacts orally in English*, which is more accessible and more immediately useful in the world of work, for which the students are headed. The competencies *Listens to, reads and views texts* and *Writes texts* will also be approached from a practical and functional perspective, although some students may be encouraged to further pursue their learning in these areas.

1. In the context of English as a Second Language programs, the word "text" refers to any form of communication—oral, written and visual—involving the English language (see the "Text" section in this document, p. 22).

2. The most recent research in second language acquisition focuses on the cognitive approach to language learning, the social constructivist theory of learning, the communicative approach, cooperative learning and the use of strategies.



Making Connections: English as a Second Language and the Other Subjects in Prework Training

The other Prework Training subjects contribute to students' learning of French. Conversely, the English as a Second Language program contributes to the acquisition of the competencies set out in the other programs, since it enables students to build knowledge and develop strategies that can be applied in other fields of study and interest, in the classroom or in a practicum setting. More specifically, the relationship between the processes, strategies and resources used to learn to communicate in English as a Second Language and *français, langue d'enseignement* fosters the transfer of knowledge between these two subjects. Students can also come to understand the similarities and differences between the two languages, and to perceive certain cultural differences between the two linguistic communities.

In Prework Training, the main goal is to help students acquire basic oral communication skills for everyday use. However, students should be aware that the ability to read short texts in English is another means of gaining access to useful resources in different fields, such as, for example, when doing Internet research on topics of interest or finding the information they need to do an assignment in another subject or an interdisciplinary project. Students can also learn to consult English publications such as magazine articles on subjects that interest them (relationships, NHL hockey statistics or popular English-language television shows, for example). The Geography, History and Citizenship Education program could provide opportunities for stimulating students' interest in the English-speaking community and its means of linguistic and cultural expression. In short, by reading and understanding certain English-language texts to meet their needs in other subjects, students open a new window on the world around them and broaden their horizons.

By developing their ability to read English-language texts, students are contributing to their autonomy and sociovocational integration. For example, they will discover that they can enhance their knowledge of the job market by gaining access to documents published in English. They can also gain a better understanding of English song lyrics. If they participate in sports activities with English schools, they can communicate, however summarily, with members of the other team. They can also be encouraged to improve their English by using their knowledge to correspond with their new friends by e-mail. Also, the ability to read short messages will enable them to use devices in the workplace that are programmed in English. This can therefore prove to be very useful in situations experienced in different practicum environments.

Students discover, for example, that they can enhance their knowledge of the job market by gaining access to documents published in English.

Integrated Teaching-Learning-Evaluating Context

In the English as a Second Language Prework Training class, students continue to develop competencies within a community of learners. This community extends beyond the classroom and includes others such as the school staff, friends or employers.

The English as a Second Language class is conducive to interaction, cooperation and research, where students must actively participate in their own learning and contribute to building a stimulating learning environment marked by mutual trust and respect, and by consideration for individual differences. All students learn from one another by observing the ways in which others communicate, work, use strategies and mobilize resources. In learning and evaluation situations, students participate in choosing topics to explore, selecting the resources needed to carry out tasks and deciding on the form of their final products. Within the context of alternating work and study, it is important that students be aware that they will possibly use their English-language competencies in certain jobs, as well as in leisure time.

Within the context of alternating work and study, students are made aware of the possible use of their English-language competencies in certain jobs, as well as in leisure time.

In order to develop the three competencies of the English as a Second Language program, students need a culturally rich learning environment. Consequently, in the English classroom, there should be examples of language and cultural resources of different kinds, such as posters depicting various occupations, banks of functional language, magazines and brochures. Information and communications technologies (ICT) can also be a valuable source of motivation for students, particularly in regions where they have little exposure to English outside the classroom. A rich linguistic English environment will enable students to better understand the cultures of English speakers. In addition, being exposed to a rich cultural context fosters the learning of English. Students will themselves be able to contribute to creating this environment

by displaying texts they have written and by participating in choosing texts used in class.

Teachers should be attentive to students' needs, interests and individual characteristics, adapting their teaching so students may progress in the development of their competencies. In order to maintain students' motivation, teachers help them make connections between their learning and

different aspects of their personal, social and school life. Teachers are responsible for establishing a climate of trust in the classroom, one in which students will not hesitate to take risks in order to develop their personal language repertoire. They explicitly teach the language, and how to use processes, strategies and resources. As models and guides, teachers speak English at all times and encourage students to use English as well. They give students the support they need to better communicate orally and in writing.

COMPETENCY 1 Interacts orally in English

Focus of the Competency

Students enrolled in Prework Training have already had the opportunity, in Secondary Cycle One, to participate in activities involving oral interaction in English, using appropriate strategies and resources. They have also begun to express themselves on various topics related to their experiences and interests. Now they must prepare for their short-term goal of entering the work force, while continuing to develop their ability to get along in English in everyday situations. By doing so, they will be able to meet their needs and to communicate, if only on a basic level, with English speakers in different situations, including work-related contexts. In order to do this, they must build a personal language repertoire of functional language, vocabulary, language conventions and grammar. At the same time, they must learn effective communication and learning strategies.

In the classroom, as in job training situations, the learning situations should be planned in such a way as to give all students the opportunity to develop their ability to use social conventions, to give and to receive information, to understand instructions, to ask for help, and to express their ability to do something.

This competency focuses on three interdependent key features, which must be considered in relation to one another: *Participates in interactions in English*, *Constructs meaning of the message*, and *Builds a personal language repertoire and an inventory of strategies*.

Participates in oral interactions in English

When participating in discussions in English, students must be able to initiate interaction, maintain it and end it in an appropriate manner. The learning situations are linked to their everyday lives. The interactions are brief, use functional language adapted to the situation and are carried out with one person at a time, or in small or large groups. Students are

encouraged to react to others' messages and to respond appropriately. They must ask questions; provide information; express their ideas, thoughts and feelings; and give their point of view. If they reach an impasse, they use *communication strategies*, such as stalling for time in order to buy time to find the right word, and then continue the discussion. Students are also encouraged to reflect on the social conventions associated with successful oral interaction, such as not interrupting the other person, a sign of respect and courtesy. Finally, they must try to use pronunciation that does not impede understanding of their message.

As models and guides, teachers express themselves in English and encourage students to do the same.

Constructs meaning of the message

In order to *construct meaning of the message*, students must learn to pay attention to what the other person is saying and try to recognize the words and expressions that they already know. To do this,

they rely on the context, and reformulate the message if necessary. They must also consider the other person's intonation and nonverbal language. They can also ask questions to verify if they grasped the message correctly and thus clarify or enrich their understanding of the message.

Builds a personal language repertoire and an inventory of strategies

In order to be able to *build a personal language repertoire and an inventory of strategies* adapted to their needs, their experience with the English language, their abilities and the demands of the workplace, students must have frequent opportunities to interact orally in English with their peers. Such interactions facilitate the sharing of students' resources and help students to see the importance of making use of and enriching their personal language repertoire and inventory of strategies.

Key Features of Competency 1

Participates in oral interactions in English

- Initiates interaction
- Contributes to and maintains interaction
- Reacts to what others say
- Ends the interaction

Builds a personal language repertoire and an inventory of strategies

- Uses functional language, vocabulary and language conventions
- Enriches personal language repertoire
- Uses communication and learning strategies and seeks to acquire new ones
- Reflects on own way of using and enriching personal language repertoire and inventory of strategies

Interacts orally in English

Constructs meaning of the message

- Listens to the message
- Identifies the essential elements of the message
- Grasps the general meaning of the message
- Verifies own understanding of the message, when necessary

Evaluation Criteria

- Active participation in oral interactions
- Use of personal language repertoire and strategies
- Clarity of the message (content)

Outcomes

The students actively participate in oral interactions in English. They are able to communicate on a basic level with English speakers in everyday contexts in or outside of school. They can communicate small amounts of information, ask questions or give responses in order to satisfy basic needs (safety, getting around/travelling/transportation, work and leisure activities). They react to what others say.

In order to facilitate their interactions with peers, students adopt a positive attitude toward English speakers and English cultures. They take into account their repertoire of language resources and strategies for initiating an interaction, maintaining it, and ending or regulating it. They also have recourse to communication strategies (e.g. gesturing and stalling for time). They reflect on their way of using their language repertoire and strategies and add to them as needed.

Students respect linguistic conventions during their interactions. They use simple sentences and pronunciation that can be understood by an English speaker.

COMPETENCY 2 Listens to, reads and views texts

Focus of the Competency

For young people preparing to soon embark on adult life, the ability to explore texts in English—spoken, written, visual or media texts—is an advantage. This can only contribute to their quality of life and their entry into the labour market. It will help them, for example, to read the operating instructions for different electronic appliances, to understand safety guidelines given verbally, to read menus, or to find information in a newspaper or a brochure.

In Secondary Cycle One, using popular, information-based and literary texts, students were able to initiate themselves in the *response process*,³ which enabled them to better grasp the meaning of a text due to interaction with their peers and teacher. In Pework Training, students are encouraged to approach texts related to their life experiences, to their job requirements and to their work-related interests. These texts may be presented in different media such as books, brochures, magazines, videos, TV programs, DVDs, CD-ROMs and Web sites. Some students will prefer highly illustrated texts, but what matters is that the topic corresponds to their interests and their concerns.

It is by accomplishing certain tasks, alone or cooperating with peers, that students can demonstrate their understanding of a text. Each of these tasks, should be authentic and meaningful (e.g., decoding a sign; completing a form; ordering a meal; answering questions verbally, in writing, or interactively), and should involve the use of various tools such as a graphic organizer. In every case, the task should correspond to students' experiences, in their personal or school life, in training situations or in a job setting. The students carry out a task with the support of the teacher, who offers a lot of modelling to make the students feel at ease and to encourage them to

pursue their learning despite their difficulties. The students learn to use appropriate strategies such as planning their reading, focusing on specific aspects of a text or comparing it to other texts.

As they progress, students acquire greater confidence in using strategies related to carrying out a task. They can then participate in planning learning situations and in choosing texts and related tasks. It is important that students feel increasingly able to take risks, which is an essential attitude for learning a second language.

Listening to, reading and viewing different texts in English can contribute to the quality of life of students and to their integration into the workforce.

The development of this competency focuses on three key features: *Constructs meaning of texts*, *Demonstrates understanding of texts* and *Monitors own learning*.

Constructs meaning of texts

Whether students listen to a text (e.g. a song), read it (e.g. how-to instructions) or view it (e.g. poster advertisement), they must know how to activate their prior knowledge of the topic, the type of text, the language used and the context. In other words, they rely on visual and contextual cues in order to predict the content; they consider the purpose of the text (to inform or to entertain) and the intended audience; they find the relevant information; and they consider cultural references. Depending on the level of complexity of the text, they will use different resources to help them clarify the meaning such as banks of words, other texts on the same topic, strategies, etc. They may also ask for their teacher's support or seek peer assistance.

The teacher helps students adapt their reading, listening or viewing to the task at hand, and focuses their attention both on the overall meaning of the message and on details that may be useful (e.g. the price, date and contact person in an ad). Students must learn to rely on contextual cues

3. See the section "Related Content, Response Process."

such as titles, subtitles, illustrations and quotations in a magazine article. They also learn to use strategies such as skimming, using semantic mapping, and inferring. They use the *response process* to help them arrive at a deeper understanding of the text.⁴

Demonstrates understanding of texts

To demonstrate their understanding of the text, students are encouraged to use the *response process* (exploring the text individually and with others, establishing a personal connection with the text and imagining other contexts to which it could be applied). They must identify the structure, reflect on the language, select the information and organize the ideas of the text in order to carry out a task. To help them succeed, the teacher will instruct students in using the appropriate strategies and resources.

Monitors own learning

Guided by the teacher, students reflect regularly on the purpose of their reading, listening or viewing, as well as the effectiveness of the strategies, resources and *response process* used. This helps them to look back on the learning they have achieved and define their short-term and long-term goals.

4. See the section "Related Content, Learning Strategies and Response Process."

Key Features of Competency 2

Constructs meaning of texts

- Uses prior knowledge of topic, text type, context and language
- Considers purpose of text and intended audience
- Predicts content based on visual and contextual cues
- Looks for information on the topic
- Identifies overall meaning and specific details in the text

Demonstrates understanding of texts

- Uses the response process, strategies and resources
- Formulates own understanding of the text
- Selects the information and language useful for carrying out a given task

Listens to, reads and views texts

Monitors own learning

- Regularly thinks about goals of listening, reading and viewing
- Adjusts own understanding of the text
- Accepts not being able to understand everything
- Considers what has been learned and what remains to be learned
- Evaluates the effectiveness of strategies and resources used

Evaluation Criteria

- Use of the response process
- Use of strategies and resources
- Demonstration of understanding of texts

Outcomes

The students are able to understand short, simple texts in English. They read, listen to and view a variety of texts related to their life experiences, job requirements and interests.

When approaching a text, students rely on visual and contextual clues (e.g. titles, subtitles, pictures and quotations) in order to predict the text's content, to question themselves on the purpose and audience of a text, and to select any relevant information it may contain. They also use the response process, strategies and resources to adjust their understanding. Through interaction with peers and the teacher with regard to the meaning of the text, students make personal connections with it. This process allows students to come to a deeper understanding of the text in order to carry out a task.

Students go back over their reading, listening and viewing objectives and evaluate the strategies, resources and response process used. They identify what has been learned, especially learning that is connected to their personal, school or working lives, and what is to be pursued.

COMPETENCY 3 Writes texts

Focus of the Competency

In view of the needs of the students concerned, the Prework Training learning option does not place undue emphasis on the competency *Writes texts in English*. Nevertheless, given the advantages of having a basic command of this competency, students are encouraged to develop it to be able to carry out certain personal tasks and work-related duties. The teacher asks them to write short texts whose usefulness is immediately evident to the students — e.g. filling out a personal information form, writing a short message to an English-speaking student or preparing an application for a student job. The teacher also ensures that students keep in mind the purpose of their writing as well as the target audience, so that they realize that they would not write to a friend in the same way as they would write to request a work-related appointment.

The aim of the program is not to have students master all English grammar, but rather to have them be able to apply some of its elements. To achieve this, students use models of texts, and ask for help from their peers, their teacher, the person responsible for their practicum or any other resource person. They also use a variety of resource materials (checklists, banks of words, self-correction grids, graphic organizers, etc.). They will also be called upon to use various technological tools such as visual and thematic dictionaries, word-processing software or Web translators, and specialized Web sites.

When writing their text, students undoubtedly use their learning and communication strategies. In time, students will be able to recognize those that work best for them. The teacher and peers play an important role in this, providing feedback and participating in discussions associated with reflection on what the students have learned in carrying out the writing task.

Students are encouraged to develop a basic command of the competency Writes texts to carry out certain personal tasks and work-related duties.

The development of this competency focuses on the three following key features: *Writes a text*, *Builds a personal repertoire of writing resources* and *Monitors own learning*.

Writes a text

In preparing to write a text, students must reflect on what they wish to express and have a clear idea of their intended audience. They must activate their knowledge of the chosen topic, and the type of text and language to use. They must foresee the resources that will prove most useful, note down ideas and interesting concepts, and organize them. They write a first draft referring to explicit models, using functional language and words and expressions they already know. They may work by cooperating with their peers to search for ideas or choose the best writing strategies. Students who have difficulty should be encouraged to ask for help, when necessary.

Students revise their own texts, but they may also revise each other's. They must be sure they have met the requirements of the task, reformulate certain ideas, if needed, make any necessary corrections (editing) and consider the intended audience before writing the final copy. They will learn to use the most appropriate means to improve the quality of their text. It will therefore be to their advantage to use their knowledge of the possibilities offered by different information and communications technologies.

Builds a personal repertoire of writing resources

When writing their texts, students must learn to choose among the material resources at their disposal such as dictionaries, banks of words and models of popular and information-based texts. As they build their personal repertoire of resources, the teacher helps focus their attention on everything that may be useful in their upcoming transition to the world of work.

Monitors own learning

Throughout their writing process, students must reflect on the most effective and efficient strategies and resources for achieving their goal. They are encouraged to reflect on the purpose of their writing, verify that their text clearly serves this purpose, evaluate the quality of their final copy and the process used, and define short- and long-term learning goals. This reflective process is guided by the teacher and supported by their peers.

Key Features of Competency 3

Writes a text

• Adapts writing to the task and the target audience • Activates knowledge of topic and the language • Writes a draft, revises it, edits it and writes a final copy • Uses appropriate communication and learning strategies

Builds a personal repertoire of writing resources

• Explores short texts in different media • Becomes familiar with resources made available through various ICT • Refers to different text models • Explores ways of writing or producing a text and the different tools used to do so

Writes texts in English

Monitors own learning

• Regularly thinks about writing objectives • Verifies, during the process, that the form of the text is well suited to purpose • Evaluates the quality of final copy and the effectiveness of the process used • Considers what has been learned and what remains to be learned

Outcomes

The students write short texts mainly in order to meet their personal, social and work-related needs. Students take into account their purpose in writing and their target audience.

Students use their personal repertoire of strategies and resources to express their ideas, revise their text, edit it and write a final copy. They employ words and expressions they have learned. They apply some linguistic conventions to their texts. Students write a clear, well-structured text made up of simple sentences.

Students review their writing objectives and evaluate the efficiency of the strategies, resources and writing process used. They identify what has been learned and what remains to be learned.

Evaluation Criteria

- Production of message (content and form)
- Efficient use of strategies and resources

Program Content

The program content is presented in four categories: language repertoires, strategies, the response and writing processes, and texts. These represent the resources students mobilize in order to develop all three competencies of the program.

Language Repertoire

Within the context of Prework Training, the language repertoire essential for developing the competencies *Interacts orally in English*; *Listens to, reads and views texts*; and *Writes texts* are grouped into the following four categories:

- functional language
- vocabulary
- language conventions
- grammar

Over time, students build a personal language repertoire that reflects individual language experience and abilities. They enrich their repertoire as they develop the three ESL competencies. It would be worthwhile for students to create a personal digital repertoire. This would permit them to have easy access to new words learned. Below are examples of some of the components of this repertoire.

Functional Language

- Social conventions (e.g. *Pleased to meet you, How are you? Hello! I'm..., Hi, this is my friend...*)
- Introductions (e.g. *This is..., She's my partner.*)
- Telephone conversations, voice mail or e-mail messages (e.g. *May I speak to...? Is Peter there? I'll get back to you later.*)
- 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.*)
- Capability (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 (e.g. *Let me help you, Can I give you a hand? Do you need help? Can I help you?*)
- Requests for help (e.g. *How do you say...? What does... mean? Could you help me? How do you write...? How do you 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/go..., Would you like to...? How about...? Do you want to join our team? Maybe we could write about...*)
- Team work and encouragement (e.g. *Good work! Let's put our heads together, We're almost finished. We're doing well, Good point! We're the best!*)
- Discourse markers (e.g. *So..., Then..., Next..., Finally..., Also..., For example...*)
- Ending a conversation (e.g. *I have to go, See you soon! Bye for now, Take care! That's all I have to say.*)
- Stalling for time (e.g. *Let me think..., Give me a second..., Wait a minute..., You see..., Well...*)

Vocabulary

Everyday vocabulary and expressions connected to the following aspects:

- Immediate environment (e.g. home, classroom, school, setting for practicum, community centre)
- Students' interests and needs (e.g. food, leisure activities, relationships, fashion, music, sports, careers)
- Communication and learning strategies within the context of Prework Training
- Communication situations in the workplace (e.g. with suppliers, clients)

Language Conventions

Language conventions related to the following aspects:

- Intonation and pronunciation of functional language
- Choice of words and word order (simple sentences and adjective placement)
- Agreement (plurals of regular words and some common verb tenses)
- Spelling (writing out words seen in models provided by the teacher)
- Punctuation (capitalization, period at end of sentences and comma in lists)

Grammar: Focus on Form

“Focus on form” refers to teaching that draws the students’ attention to the forms and structures of the English language within the context of the interactive classroom. In the ESL classroom, students are encouraged to develop fluency and accuracy in communicating 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. Students must be at an appropriate stage in their language development to benefit from correction of specific language conventions.

The teacher draws students’ attention to any errors and uses different feedback techniques (e.g. elicitation, clarification requests, metalinguistic feedback and repetition) to point out these errors. The teacher should also encourage students to ask for help when needed, be it from the teacher or their peers. As students progress in their language development, they make a conscious effort to use the correct form in communication.

Feedback Techniques

Elicitation is used by the teacher to encourage students to use the correct form. The teacher elicits completion of her/his own utterances by strategically pausing to allow students to fill in the blank (e.g. *It's a...*), uses questions to elicit the correct form (e.g. *How do you 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... ?*).

Metalinguistic feedback involves comments, information or questions related to the errors in the form of what students say/write, without explicitly providing the correct form. To indicate that there is an error somewhere, the teacher generally provides some grammatical metalanguage that refers to the nature of the error (e.g. *I didn't understand your verb. How do you say that verb in the past tense?*).

Repetition refers to the teacher’s repetition, in isolation, of students’ errors. In most cases the teacher adjusts her/his intonation so as to highlight the error (e.g. *She sleep↑ ?*).

Note: The above corrective feedback techniques are taken from Lyster and Ranta (1997).⁵

5. Roy Lyster and Leila Ranta, “Corrective Feedback and Learner Uptake,” *Studies in Second Language Acquisition*, vol. 20 (1997), 37 - 66.

Strategies

Strategies are specific actions, behaviours or techniques used to solve problems and improve learning. They help students learn most effectively and 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 supports the students' efforts to familiarize

themselves with these strategies and encourages them to reflect on the effectiveness of the strategies used. Students can share their successful strategies with others. The suggested *communication and learning strategies* listed below have been proven effective for most second language learners.

Communication Strategies

- 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)
- Delay speaking (take time to listen, and speak when comfortable)

Learning Strategies		
Cognitive Strategies	Metacognitive Strategies	Social/Affective Strategies
These involve students' transforming, connecting, breaking down or recombining the material to be learned, or applying a specific technique to assist learning.	These involve students' thinking about as well as planning learning, monitoring the learning task and evaluating how well they have learned.	These involve students' interacting with another person or using affective control to assist learning.
<ul style="list-style-type: none"> – Activating prior knowledge – Comparing (noting significant similarities and differences) – Inferring (making intelligent guesses based on cues such as context, words and expressions, visual cues, contextual cues, intonation or patterns) – Practising (reusing language in authentic communication situations) – Predicting (making hypotheses based on prior knowledge, topic, task at hand, title, pictures, glancing through a text) – Scanning (looking for specific information in a text) – Skimming (reading through a text quickly to get a general overview) – Taking notes (writing down relevant information) – Using semantic mapping (grouping ideas into meaningful clusters) 	<ul style="list-style-type: none"> – Directing attention (deciding to pay attention to the task and avoid irrelevant distractors) – Paying selective attention (deciding in advance to notice particular details) – Planning (foreseeing the necessary steps and resources for achieving a goal) – Self-evaluating (reflecting on what has been learned) – Self-monitoring (checking and correcting own language) 	<ul style="list-style-type: none"> – Asking for help (requesting assistance, repetition, clarification or reinforcement) – Cooperating (working with others to achieve a common goal) – Encouraging themselves and others – Lowering anxiety (reducing stress through relaxation techniques or laughter, or by reminding themselves of goals, progress made and resources available) – Taking risks (experimenting with language without fear of making mistakes)

Response Process

The *response process* helps students, as listeners, readers or viewers, to construct the meaning of a text by interacting with peers and the teacher. Students must make personal connections with texts, and share thoughts, feelings and opinions about these texts in order to arrive at a deeper, more

meaningful understanding. They may respond to certain texts without exploiting the full range of the process. The examples below provide prompts and questions to help students respond to texts.

Response Process			
Phases	Process	Sample Prompts	Sample Questions
Exploring the text	Students respond to a text by referring to passages or specific elements in the text and explain how these passages or elements help their understanding. They take others' responses into account, give and receive feedback and adjust their personal response if necessary. They identify what caught their attention in the text. They note important elements of the text.	<i>I saw that...</i> <i>I learned that...</i> <i>I understood that...</i> <i>I had problems understanding...</i> <i>It was very interesting because...</i> <i>It made me think that...</i> <i>I think the person wants to...</i> <i>The text says that...</i>	<i>What did you learn from the text?</i> <i>What was difficult to understand?</i> <i>What strategies did you use to understand the text?</i> <i>What was interesting / important / surprising?</i> <i>What is the message?</i> <i>Who is it for?</i>
Establishing a personal connection with the text	Students establish a personal connection between the text and their reactions, questions and reflections to help them better understand the text. They may also find a link to the text through someone else's experience.	<i>It happened to me too...</i> <i>That person is like me because...</i> <i>I find that person interesting because...</i> <i>I knew someone who...</i> <i>I heard/read/saw something about this...</i> <i>I agree/disagree because...</i> <i>If that happened in our school...</i> <i>Now, I will...</i>	<i>Have you ever experienced something like this?</i> <i>Which people do you find the most interesting/important/surprising? Why?</i> <i>What is your opinion?</i> <i>What would you do in this type of situation?</i> <i>Do you know anyone who did the same?</i>
Generalizing beyond the text	Students generalize beyond the text when addressing the issues of the text at a broader level and in another context. Some texts help them learn about themselves and about others. For example, the plight of a homeless teenager dramatized in a text may bring readers to sympathize and awaken a sense of community and incite them to community action (e.g. create an awareness poster, write to government officials).	<i>In our village / city / province / country...</i> <i>This problem also exists in ...</i> <i>This is caused by...</i> <i>I think people should...</i>	<i>Do we see the same situations/problems in our community?</i> <i>How do other people deal with the same problem?</i> <i>What should people do in this type of situation?</i> <i>How could you inform people in your school / village / city of this problem?</i>

Ways to Support the Response Process	
Response journals	This constitutes their “response journal,” which can take the form of a booklet, folder or e-file (word processing). Before, during or after studying a text, and with help from the teacher, students take notes on what they have read, listened to or viewed.
Quick-shares	Students, with help from the teacher, discuss the text briefly with a partner or in a small group. Using cooperative structures ⁶ such as Think-Pair-Share (students think on their own, share with a partner, then discuss in a small group or plenary) or Round Robin (students take turns sharing their responses in a small group) helps promote more efficient and equitable interaction.
Graphic organizers	Graphic organizers help students to connect ideas and represent their understanding through giving concepts a concrete form. Examples of graphic organizers are Venn Diagrams, word webs, time lines, mind maps, sequence organizers, character mapping and story mapping. Students can also use an outliner. Consult the following site for more information about this tool: http://www.recitadaptscol.qc.ca/spip.php?article21 .

6. The examples of cooperative structures are taken from *Cooperative Learning* by Spencer Kagan (1992).

Texts

The term “text” refers to any form of communication—spoken, written and visual—involving the English language. Students listen to, read or view different popular or information-based texts corresponding to their age, interests and knowledge of the English language.

- Examples of popular texts: cartoons, comic strips, movie trailers, e-mails, greeting cards, invitations, letters, postcards, posters, songs, video clips, advertisements, stories on videos, teen magazines, recorded texts, and Web sites.
- Examples of information-based texts: advertisements, atlases, print or on-line dictionaries, directions, catalogues, documentaries, encyclopedias, guides, instructions, labels, magazines, textbooks, maps, menus, messages, newspapers, multimedia presentations, questionnaires, schedules, surveys, and Web sites.

Texts contain contextual cues related to the form and structure of a text. A few examples are given below.

Examples of Contextual Cues						
Texts	Newspaper Articles	Atlases	Songs	Web Sites	Advertisements	News Reports
<i>Contextual clues</i>	<i>Headline, byline, lead, photos, captions</i>	<i>Maps, graphs, legends, table of contents, index</i>	<i>Title, verses, chorus, rhymes</i>	<i>URL,⁷ frames, hyperlinks</i>	<i>Photos, graphics, slogans, music, logos, illustrations</i>	<i>Station ID, lead story, commentaries, inverted triangle (from general information to more specific)</i>

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

Writing Process

By following a writing process, students learn to express themselves in a coherent and organized fashion. This is a collaborative process involving discussion among peers and with the teacher. It helps students establish connections between what they want to express, what they have read,

listened to and viewed and what they write. Rather than being linear, it is a recursive process in that the students' going back and forth between the different phases is possible and most often desirable. Reflection takes place throughout the process and continues when the product is finished.

Writing Process	
Phases in the Process	Students may do the following:
<i>Preparing to write</i>	<ul style="list-style-type: none"> – Determine the purpose for writing – Choose the target audience – Determine the appropriate text type for the intended effect – Research the chosen topic – Draw upon ideas – Activate prior knowledge – Construct an outline – Use various resources
<i>Writing one or several drafts</i>	<ul style="list-style-type: none"> – Focus on making meaning – Set down ideas, needs and interests – Leave space for adjustments – Stay on track in purpose for writing – Reflect while writing – Confer with others when needed
<i>Revising</i>	<ul style="list-style-type: none"> – Reread text – Clarify the meaning of the text, if necessary – Improve organization of ideas, if necessary – Take feedback into account – Use strategies for revising – Use appropriate resources
<i>Editing</i>	<ul style="list-style-type: none"> – Focus on technical errors including those in spelling, punctuation, sentence structure and language usage – Consult various resources
<i>Writing the final copy</i>	<ul style="list-style-type: none"> – Integrate the revisions, improvements and corrections – Choose appropriate ways of presenting the final copy

Bibliography

Please note: Though books and articles appear under one category, they may contain information related to other categories.

Learning as a Second Language

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. White Plains, NY: Longman, 2001.

Cele Murcia, Marianne, editor. *Teaching English as a Second or Foreign Language*. Boston: Heinle and Heinle, 2001.

Ellis, Rod. *Second Language Acquisition*. Oxford: Oxford University Press, 2000.

Larsen Freeman, Diane. *Techniques and Principles in Language Teaching*. 2nd ed. Oxford: Oxford University Press, 2000.

Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. 2nd ed. Oxford: Oxford University Press, 1999.

Rivers, Wilga M. *Interactive Language Teaching*. Cambridge: Cambridge University Press, 1994.

Evaluation

Brown, Douglas. H. *Language Assessment Principles and Classroom Practices*. White Plains, NY: Longman, Pearson Education, 2004.

Centre for Canadian Language Benchmarks. *Canadian Language Benchmarks 2000 English as a Second Language for Adults*. Ottawa: Citizenship and Immigration Canada, 2002. <www.language.ca>.

Conseil de l'Europe. *Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer*. Paris: Didier, 2003.

Culture

Hinkel, Eli. *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge Applied Linguistics, 2005.

Huber Kriegler, Martina, Ildikó Lázár and John Strange. *Miroirs et fenêtres — Manuel de la communication interculturelle*. Strasbourg: Éditions du Conseil de l'Europe, 2006.

Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford: Oxford University Press, 1993.

Strategies

Anderson, N. *The Role of Metacognition in Second Language Teaching and Learning*. ERIC Digests, 2002. <<http://www.ericdigests.org/20031/role.htm>>.

Chamot, A. U. "The Cognitive Academic Learning Approach (CALLA): An Update." In P.A. Richard Amato and M.A. Snow, eds. *Academic Success for English Language Learners: Strategies for K 12 Mainstream Teachers*. White Plains, NY: Longman, 2005. 87-101.

Grammar

Doughty, Catherine, and Jessica Williams. *Focus on Form in Classroom Second Language Acquisition*. Cambridge: Cambridge University Press, 1998.

Ellis, Rod. "The Place of Grammar Instruction in the Second/Foreign Language Curriculum." In *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2002.

Lyster, Roy, and Leila Ranta. "Corrective Feedback and Learner Uptake." *Studies in Second Language Acquisition* 20 (1997): 31-66.

Response Process

Parsons, Les. *Response Journals Revisited: Maximizing Learning Through Reading, Writing, Viewing, Discussing and Thinking*. Markham, ON: Pembroke Publishers, 2001.

Rosenblatt, Louise. *Making Meaning with Texts: Selected Essays*, Portsmouth, NH: Heinemann, 2005.

Writing Process

Fiderer, Adele. *Teaching Writing: A Workshop Approach*. New York: Scholastic Professional Books, 1999.

Willis, Scott. "Teaching Young Writers: Feedback and Coaching Helps Students Hone Skills." *Curriculum Update* (Spring 1997).

Texts

Copi, Irving M. *Introduction to Logic*. 12th ed. Delhi: Prentice Hall of India, 2004.

Widdowson, H.G. *Text, Context, Pretext*. Melbourne, Australia: Blackwell Publishing, 2004.