



Photo: Alain Désilets

Introduction



It is essential that students
speak and are spoken to
only in English from day one.

For most young Quebecers, learning English provides an opportunity to communicate with people of another language and culture. It is also a necessity, given Québec's geographical location, the presence of an English community and the accessibility of English media and cultural products. In learning a second language, students broaden their horizons and gain a new appreciation for the richness of learning languages.

The elementary English as a Second Language (ESL) program follows in the footsteps of the previous program in terms of the priority given to communication. In fact, oral interaction is the cornerstone of this program, in which the students use English in all classroom situations. In the past decade, research on the communicative approach has shown that when students are made aware of the structure of the target language, the speed at which they become skilled communicators is greatly accelerated. The ESL program takes this additional refinement of the communicative approach into account. Moreover, the ESL program integrates listening, speaking, reading and writing, but it does so in the light of the latest developments

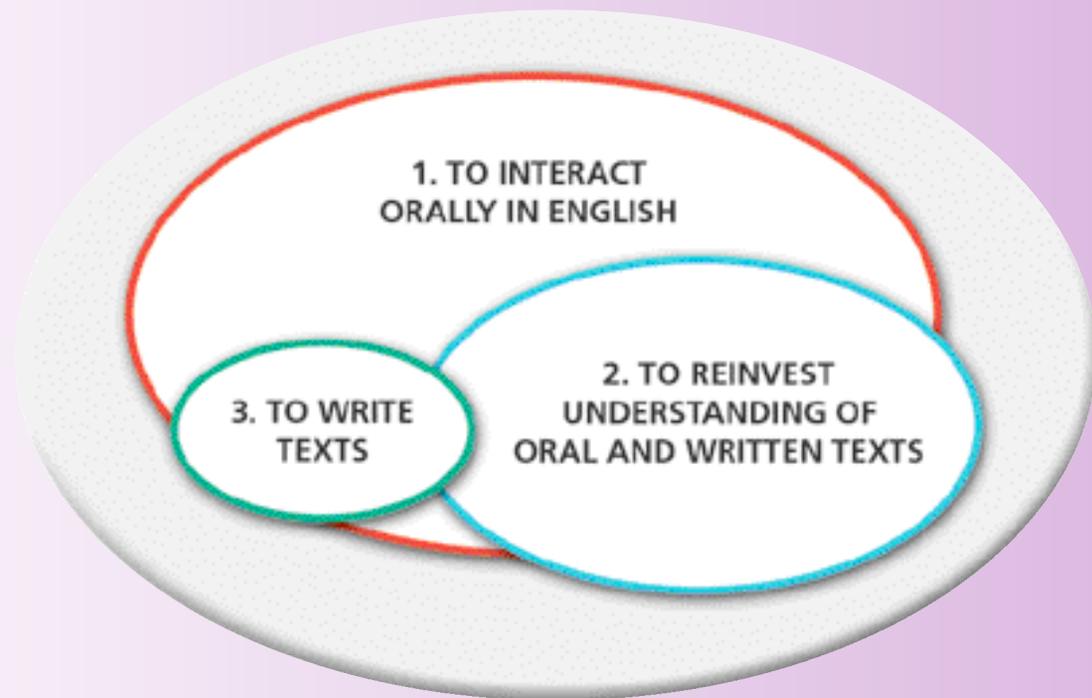
in language acquisition, cognitive psychology and social constructivism. It is essential that students speak and are spoken to only in English from day one.

The program aims at developing the competencies deemed essential for students in Québec schools in the 21st century and requires the mobilization of knowledge such as functional language, compensatory and learning strategies, and use of resources. These competencies are: *To interact orally in English*, *To reinvest understanding of oral and written texts*, and *To write texts*. Therefore, ESL learning requires a rich and stimulating linguistic and cultural environment where English is the language of communication. Since the students are learning to communicate in English within a classroom community of speakers, readers and writers, this program contributes to the development of cross-curricular competencies as well as to broad themes for learning.

¹ Ce programme n'étant donné qu'en anglais, il est, conformément à la Politique linguistique du ministère de l'Éducation, présenté ici dans cette langue.

The three competencies are developed in synergy; they are worked on in an integrated manner to allow students to acquire the most meaningful learning possible. *To interact orally in English* is at the heart of ESL learning and is present when developing the other two competencies. When students reinvest understanding of oral and written texts, they explore various types of texts and perform tasks by making use of the other two competencies. When students write texts, they express themselves for an intended audience and deliver a personalized product. Learning *To reinvest understanding of oral and written texts*, and *To write texts* leads to numerous opportunities for oral interaction.

Figure 6
English as a Second Language



COMPETENCY 1 • TO INTERACT ORALLY IN ENGLISH

Focus of the Competency

MEANING OF THE COMPETENCY

Right from the beginning in Elementary 3, students express themselves in English in any given classroom situation (classroom life, themes explored, carrying out tasks, students' own interests). They are immersed in the dynamics of oral interaction (transmission ↔ reception ↔ action ↔ reaction) and have numerous opportunities to practise as it greatly influences the degree to which they can speak English. As they develop the competency, students spontaneously use functional language, compensatory and learning strategies, and visual and linguistic resources. Resources help expand the range of exposure to new language. In a rich and stimulating linguistic environment, students do not have to rely on memory alone; effective use of visual support helps learners develop confidence and autonomy, and it accelerates learning of authentic language. In order to maintain the use of English during class time, students benefit from frequent and spontaneous input from the teacher as a model and facilitator, the help of their peers, the development of positive attitudes and a rich linguistic environment.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

The very nature of oral interaction puts students to work with others. Therefore in order to build the necessary cooperative and social skills, students draw upon the cross-curricular competency *To cooperate*. Also, for interaction to occur effectively, students need to learn how to communicate with a certain degree of accuracy thus contributing to the development of the cross-curricular competency *To communicate appropriately*.

CONTEXTS FOR LEARNING

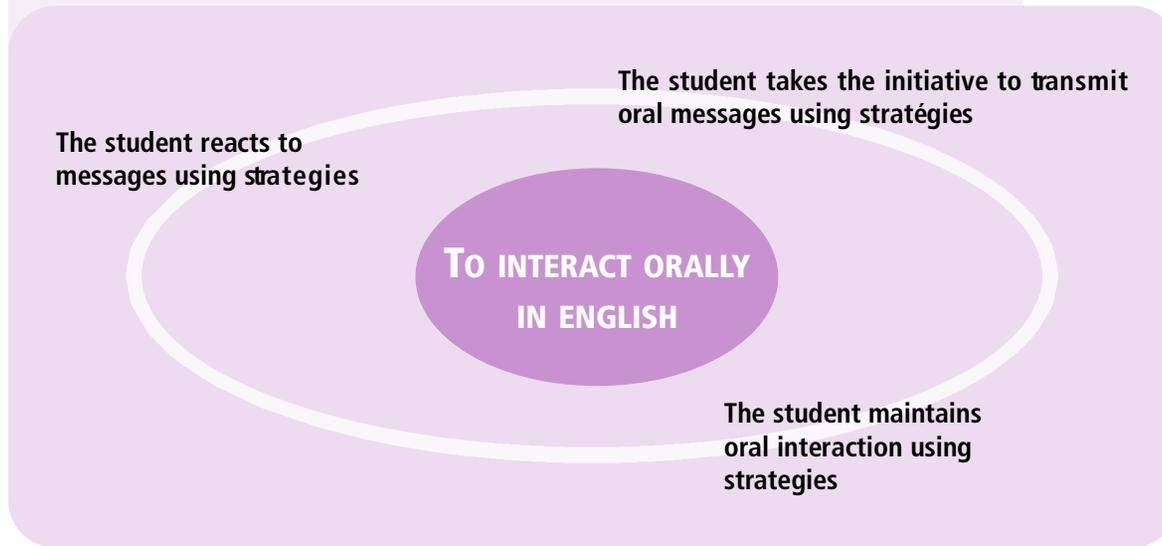
The learning contexts for this competency require:

- opportunities to interact with peers and the teacher, in English only, from day one
- numerous occasions to practise and experiment with functional language
- opportunities to develop compensatory and learning strategies through use
- help from the teacher and peers
- access to abundant visual support (posters, word and expression banks, checklists, etc.)
- availability of linguistic resources (texts, visual and thematic dictionaries, Internet sites, etc.)
- opportunities to take risks as a learner

DEVELOPMENTAL PROFILE

To develop the competency, students react to messages using strategies, take the initiative to transmit oral messages using strategies and maintain oral interaction using strategies. When they react to messages, students listen attentively, accept not being able to understand everything, take into account the nonverbal cues of the person speaking, and use pertinent nonverbal or verbal reactions. When they take the initiative to transmit oral messages in relevant situations, students may ask for help, request permission, express courtesy, agreement, needs, feelings and interests, as well as share personal experiences and research results. When they maintain oral interaction, students keep the interaction going over a period of time. Initially, students mostly imitate models of interaction and re-use functional language and strategies in appropriate situations; these exchanges are short in duration. As students progress through the cycles, they broaden their knowledge of the language and their repertoire of strategies, and they participate more actively and effectively in all kinds of interactive classroom situations. They take more risks when expressing themselves, manage the resources at their disposal more autonomously and find creative ways to employ functional language to produce personalized messages.

Key Features of the Competency



Evaluation Criteria

- Use of functional language ② ③
- Use of strategies ② ③
- Participation in exchanges ② ③
- Pronunciation ② ③

Legend* : ② Cycle Two ③ Cycle Three

* This legend also applies to the Evaluation Criteria of other competencies as well as to the Essential Knowledge.

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students use the functional language they have acquired in order to participate in exchanges with peers and the teacher (reacting to messages, initiating messages, maintaining interaction). The exchanges stem from any classroom situation. They are short in duration and may be spontaneous or initiated by the teacher. Students are able to correctly use the functional language frequently employed in class, and their pronunciation can be understood by an English speaker. Students apply the compensatory strategies targeted for

the cycle autonomously and apply some learning strategies with the teacher's assistance. With help from peers and the teacher, they make effective use of the visual support and linguistic resources provided.

CYCLE THREE

By the end of Cycle Three, students show confidence and autonomy: they interact more spontaneously and effectively (reacting to messages, initiating messages, maintaining interaction). The exchanges stem from any classroom situation and are more sustained. They may be

spontaneous or initiated by the teacher. Students make creative use of a wide range of functional language and communicate personal messages more easily. They correctly use the functional language frequently employed in class, with a pronunciation that can be understood by an English speaker. They frequently use appropriate compensatory and learning strategies. They seek help from peers and not as often from the teacher. They select and make use of available visual support and linguistic resources.

COMPETENCY 2 • TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY

This competency enables elementary students to approach, explore and make use of various types of texts (popular, literary, information-based) in a dynamic way. They develop appropriate strategies for effective listening and reading; they learn how to derive meaning from oral and written texts (interaction of learner and text); and they show their understanding in meaningful tasks (mini-book, bookmark, sketch, poster, etc.). This competency is a valuable means for students to discover English-language culture as they familiarize themselves with a variety of cultural products. In doing so, students make use of various media (books, brochures, magazines, videos, educational TV shows, audiocassettes, CD-ROMs, software, Internet sites, etc.) as sources of information, entertainment and pleasure.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

*To reinvest understanding of oral and written texts, students need to identify key elements and to distinguish between relevant and irrelevant information, thus drawing upon the cross-curricular competency *To use information*. As students reinvest their understanding in tasks, they need to plan the steps that will lead to the fulfillment of tasks, thus contributing to the development of*

the cross-curricular competency *To use effective work methods*. Depending on the task to be performed, students may use ICTs, thus leading to the cross-curricular competency *To use Information and Communications Technologies*.

CONTEXTS FOR LEARNING

The learning contexts for this competency require:

- various types of texts containing redundant elements:
 - simple and extensively illustrated (Cycle Two)
 - of appropriate complexity and illustrated (Cycle Three)
- themes that are familiar and interesting
- themes that meet the students' need for information and entertainment (Cycle Three)
- opportunities to develop appropriate compensatory and learning strategies through use
- opportunities to interact with peers and the teacher
- availability of resources (visual, linguistic and media)
- help from the teacher and peers

DEVELOPMENTAL PROFILE

To develop this competency, students prepare to listen to and read texts using strategies, demonstrate understanding of oral and written texts using strategies, and carry out meaningful tasks using strategies. This process calls on their creativity, initiative and active participation. At first, students are closely guided by the teacher. When they prepare to listen to and read texts, students use their prior knowledge, contextual cues (title, subtitles, illustrations, table of contents, synopsis, etc.) and make predictions about the content of texts. To demonstrate understanding of oral and written texts, students identify key elements, show their understanding of the overall meaning, compare reality presented in texts with their own reality, and express their appreciation of texts. When students carry out tasks in which they reinvest their understanding, they plan how to do it and use texts as sources of ideas and information. As they progress through the cycles, the level of complexity of the text is adjusted according to the cognitive and linguistic development of the learner. Students become more autonomous; they seek help from their peers and not as often from the teacher.

Key Features of the Competency

1. The student prepares to listen to and read texts using strategies

2. The student demonstrates understanding of oral and written texts using strategies

**TO REINVEST
UNDERSTANDING OF ORAL
AND WRITTEN TEXTS**

3. The student carries out meaningful tasks using strategies

Evaluation Criteria

- Use of strategies **2 3**
- Demonstration of understanding of key elements and overall meaning **2 3**
- Carrying out tasks **2 3**

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students demonstrate their understanding of various types of texts. Using functional language and words drawn from texts, they identify and briefly describe certain key elements and demonstrate understanding of the overall meaning. They sometimes use contextual cues autonomously. They also apply some learning strategies with the help of peers and the teacher. Students reinvest their understanding by carrying out tasks: they use texts and available resources as sources of ideas and information, compare reality presented in texts with their own and deliver a personalized product.

CYCLE THREE

By the end of Cycle Three, students demonstrate their understanding of various types of texts. They frequently use contextual cues and appropriate strategies autonomously. Using functional language and words drawn from texts, they identify and briefly describe key elements and demonstrate understanding of the overall meaning. Students reinvest their understanding and plan how to carry out tasks. They select, organize and summarize information, develop ideas and expand their range of words and expressions using texts and available resources, and express appreciation of the reality presented in texts. They deliver a personalized product.

COMPETENCY 3 • TO WRITE TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY

This competency enables elementary students to write for purposes that are significant to them (greeting cards, comic strips, class yearbook, Web page, e-mail, etc.). Using models as guides and sources of inspiration, they start expressing themselves in written English while paying attention to the quality of their writing. The aim is not to have students systematically learn language conventions, but to apply them to the composition of texts while having access to a variety of resources. To do so, students are initiated to writing as a process and benefit from teamwork and teacher assistance throughout the process.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

To write texts, students draw upon the cross-curricular competencies *To use effective work methods*, *To use information* and *To communicate appropriately*. As students carry out a writing task, they make effective use of software such as visual and thematic dictionaries, word processors, and desktop publishing programs, thereby contributing to the development of the cross-curricular competency *To use Information and Communication Technologies (ICT)*.

CONTEXTS FOR LEARNING

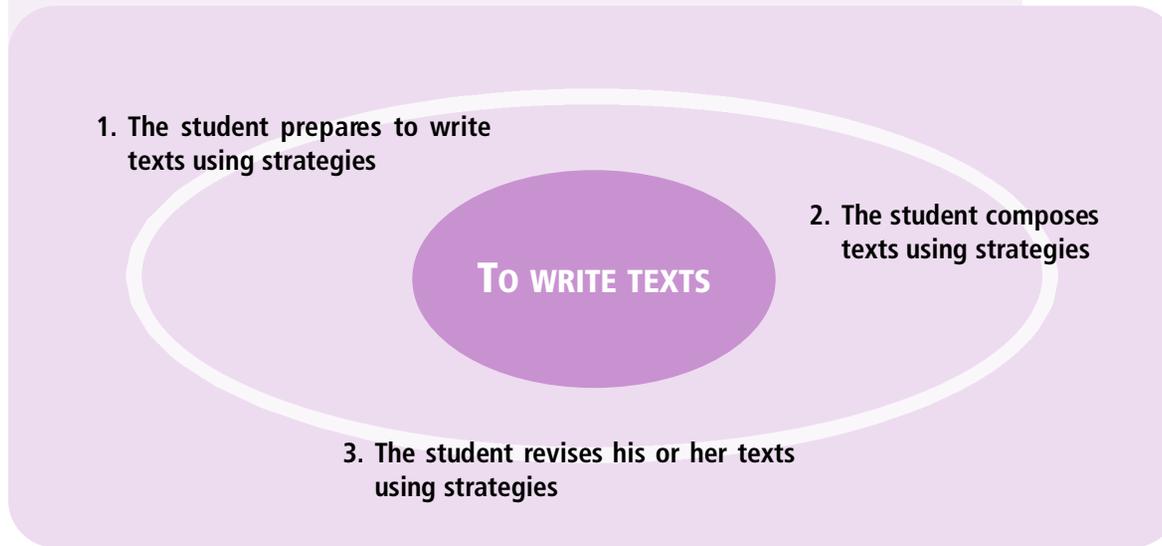
The learning contexts for this competency require:

- meaningful situations (purpose and intended audience)
- opportunities to develop compensatory and learning strategies through use
- availability of resources (explicit models Cycle Two, open-ended models Cycle Three, checklists, word banks, posters, visual and thematic dictionaries, self-correction grids, etc.)
- opportunities to interact with peers and the teacher
- help from the teacher and peers
- use of ICT

DEVELOPMENTAL PROFILE

To develop this competency, students prepare to write texts using strategies, compose texts using strategies and revise their texts using strategies. At first, they are closely guided by the teacher. When they prepare to write, students follow instructions, note ideas and organize them. To compose a first draft, they use explicit models, functional language, words, expressions and ideas drawn from provided resources. They ask for help when experiencing difficulty, take risks in expressing ideas in English and persevere in producing this first draft. To revise, they check the task instructions and the language conventions targeted, submit the text to peer editing, reformulate ideas, make corrections, and produce a clean, well-presented text that takes the intended audience into account. As they progress through the cycles, students develop an awareness of strategies for effective writing. They make use of open-ended models and make personal and appropriate use of functional language, words, expressions and ideas found in available resources. They become more autonomous, seeking help from their peers and not as often from the teacher, and deliver a personalized text taking the intended audience into account.

Key Features of the Competency



Evaluation Criteria

- Use of strategies 2 3
- Compliance with instructions 2 3
- Language conventions targeted for tasks 2 3
- Characteristics of final product 2 3

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students write short, well-structured texts to fulfill meaningful goals. They use some compensatory and learning strategies supported by peers and the teacher. Students follow an explicit model and make use of resources provided. They produce a text that is pertinent to the instructions given and apply the language conventions targeted for the task. Although the writing closely resembles the explicit model, students deliver a personalized final product to the intended audience.

CYCLE THREE

By the end of Cycle Three, students write a variety of well-structured texts to fulfill meaningful goals. Supported by peers and the teacher, students make greater and more confident use of compensatory and learning strategies. They produce a text that is pertinent to the instructions given and apply the language conventions targeted for the task. From an open-ended model and available resources, students deliver a personalized final product that shows imagination and creativity, and takes the intended audience into account.

Essential Knowledge

The study program is centred on students and their construction of knowledge, and draws upon the following categories.

FUNCTIONAL LANGUAGE

• USEFUL EXPRESSIONS

- Instructions and classroom routines (e.g. *Open your binder. Let's write the date.*) 2 3
- Delay speaking (e.g. *Wait a minute. I'm not ready. I'm not sure. Let's see now. Let me think about it. Well, . . .*) 2 3
- Asking for help or clarification (e.g. *Can you help me? I need some help. I have a problem. I don't understand. Can you repeat? How do you say . . .? What do you mean? What's . . .?*) 2 3
- Circumlocution (e.g. *Give me the big object. You know, that red thing.*) 2 3
- Identification (e.g. *What's this? This is . . ., It's . . ., My name is . . ., Who is it? I am/ I'm . . ., There is/There's . . .*) 2 3
- Capabilities (e.g. *I can . . ., I can't . . ., I'm good at . . ., I'm not good at . . ., Can you . . .?*) 2 3
- Requests for information (e.g. *Where . . .? Who . . .? What . . .? Do you have . . .?*) 2 3
- Agreement, disagreement, opinions (e.g. *That's right. Maybe! Do you agree? I think . . .*) 2 3
- Permission (e.g. *May I go . . .? Can I have . . .?*) 2 3
- Offers of assistance, needs (e.g. *Can I help you? May I . . . Can I . . .? I need . . ., Can you . . .?*) 2 3
- Warnings (e.g. *Careful! Look out! Watch out! Stop!*) 2 3
- Feelings, interests, tastes, preferences (e.g. *I'm happy. I'm sad. I'm excited. I like . . ., I love . . ., Do you like . . .? What's your favourite . . .? I like . . .the best. I prefer . . .*) 2 3
- Expressions of courtesy, social conventions and gestures: greetings, introducing, leave-taking, thanking, apologizing (e.g. *Hi! Good morning! So long!*) 2 3

- Suggestions, invitations (e.g. *Do you want to be my partner? Let's . . ., Come to my party. Do you want to work with me?*) 2 3
- Expressions to make rejoinders (e.g. *It's your turn. What about you? What do you think? Repeat what you said.*) 2 3
- Expressions promoting harmonious exchanges and teamwork (e.g. *That's a good idea! You're a good partner! Well done! Wow! Smart! You're a genius! Way to go, team! Let's go, gang! Great teamwork! Not too loud! There are five minutes left. Do we have our pencils?*) 2 3

• VOCABULARY

- Vocabulary related to action words frequently used in class 2 3
- Vocabulary related to the immediate environment (e.g. *classroom, premises, school staff, identification and description of self and others*) 2 3
- Theme-related vocabulary (e.g. *sports, recreation, pastimes, food, animals, clothing, special events*) 2 3
- Personal pronouns 2 3
- Alphabet 2 3
- Cardinal numbers 2 3
- Ordinal numbers: first to thirty-first, last 2 3
- Colours and shapes 2 3
- Prepositions and location words (e.g. *left, right, in, on, under, behind, in front of, beside, between*) 2 3
- Expressions of time (e.g. *years, months, weeks, days of the week, number of minutes, hours, seasons*) 2 3
- Question words (e.g. *who, what, when, where, why, how many*) 2 3
- Yes/no questions (e.g. *Do you have . . .? Do you want . . .? Do you like . . .?*) 2 3

STRATEGIES

• COMPENSATORY

- **Delay speaking** (buying time to think out a response) 2 3
- **Asking for help or clarification** (requesting assistance, repetition or precision) 2 3
- **Circumlocution** (making up for the lack of a precise word or expression) 3

• LEARNING

- **Self-monitoring** (questioning the pronunciation of new words read or heard, using and selecting the appropriate strategies, checking and adjusting one's ongoing performance) 2 3
- **Self-evaluation** (reflection on what has been learned) 2 3
- **Planning** (asking oneself: What am I supposed to do? In what order? What resources do I need? What could I listen to or read? What should I say or write? How will I say it or write it?) 2 3
- **Attention** (paying attention and concentrating on the right things) 2 3
- **Use of prior knowledge** (drawing on one's background knowledge as a source of information) 2 3
- **Predicting** (foretelling based on prior knowledge, topic, task at hand, title, pictures, glancing through a text) 2 3
- **Infering** (making intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual cues, intonation, patterns) 2 3
- **Practice** (repeating, rehearsing, regrouping, integrating and assimilating key functional language expressions) 2 3
- **Resourcing** (making use of human and material resources: word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology) 2 3

- **Note-taking** (writing down relevant information) 2 3
- **Skimming** (reading through a text quickly to get an overview of it) 2 3
- **Scanning** (looking for specific information in a text) 2 3
- **Cooperation** (working together, learning together, helping each other) 2 3
- **Risk-taking** (daring to speak English only, experimenting with known language, attempting to integrate new language) 2 3
- **Accepting not being able to understand everything listened to or read** 2 3

LANGUAGE CONVENTIONS

• (GRAMMAR, PHONOLOGY, PUNCTUATION AND SPELLING)

- Word order: 2 3
 - simple sentence 2 3
 - position of adjective (*e.g. red book*) 2 3
- Regular plurals (*e.g. book—books*) 2 3
- Articles 2 3
- Verb tenses (*e.g. imperative, present progressive, present indicative, past, future*) 2 3
- Intonation and pronunciation for the functional language frequently used in class 2 3
- Punctuation: capital letter at the beginning of a sentence, period at the end of a sentence, question mark, commas between items in an enumeration 2 3
- Spellings: 2 3
 - found in explicit models and resources targeted for carrying out tasks 2 3
 - found in open-ended models and resources targeted for carrying out tasks 2 3

TEXT COMPONENTS

- Connecting words (*e.g. once upon a time, first, next, finally, and they lived happily ever after, two years later, on my way home, and, but, if*) 2 3
- Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents 2 3
- Overall meaning 2 3
- Key elements: 2
 - person, character, animal, object, place, setting
 - facts, plot, storyline, sequence of events 3

CULTURAL PRODUCTS

- Texts, media, games (*e.g. nursery rhymes, stories, songs, books, biographical sketches, films, games, magazines, poems, CD-ROMs, educational TV, Internet sites*) 2 3
- Famous people (*e.g. authors, actors, astronauts, singers, athletes, visual artists, heroes, inventors, scientists, historical characters*) 2 3
- Origin of names (*e.g. family names, businesses*) 2 3
- Landmarks (*e.g. buildings, bridges, statues, businesses, streets, villages, towns and cities*) 2 3
- Traditions related to celebrations and special events (*e.g. birthdays, Halloween, Christmas, Earth Day, Thanksgiving, St. Patrick's Day*) 2 3
- Idiomatic expressions (*e.g. He's on cloud nine. It's raining cats and dogs. Break a leg. The cat's got her tongue. That rings a bell.*) 2 3

Use of Information and Communications Technologies

The following ICT can be used with:

Competency 1, To interact orally in English

- Use of computer with one or more partners to carry out various activities
- Use of interactive CD-ROMs, software and Internet sites to practise spoken English
- Use of a digital video camera to film interviews, sketches and other activities
- Correspondence by voice e-mail

Competency 2, To reinvest understanding of oral and written texts

- Use of interactive stories, encyclopedias and visual dictionaries on CD-ROMs and DVDs
- Use of entertaining Internet sites: stories, songs, news about famous people, etc.
- Use of Internet sites for consultation, data-gathering and documentary research
- Following instructions and procedures on the computer to carry out activities
- Production of videos
- Use of CD-ROMs, interactive software and Internet sites to consolidate and enrich learning

Competency 3, To write texts

- Use of word-processing, drawing and publishing software
- Use of reference tools on CD-ROMs, DVDs and Internet
- Publication of information on Web pages
- Participation in discussion forums
- Correspondence by e-mail

Notes

Notes

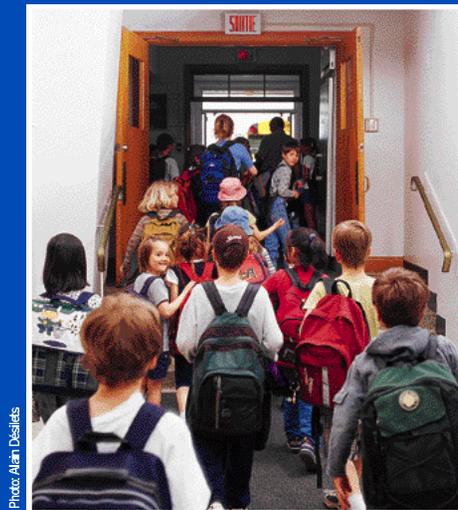


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