Intensive ESL
Teacher's Guide

English as a Second Language
Elementary Cycle Three

FOREWORD

> "Knowing several languages allows us to both enrich our knowledge of our mother tongue and to gain a better perspective on our cultural heritage. Moreover, learning a second or third language is one of the most important tools for advancing personal development in a pluralistic society that is open to other cultural realities." *(Québec Education Program, Preschool and Elementary Education, p. 70)*

Since 1976: Intensive English as a Second Language (ESL) Over Time

Inspired by the methods used to teach French in Québec welcoming classes, Intensive ESL classes were implemented in the mid-seventies in francophone elementary schools in Québec. Pioneered by the Mille-Iles[1] and Greenfield Park[2] school boards, the first Intensive model was the 5-month/5-month model where English as a second language was taught for five consecutive months while the other academic subjects were taught during the other five months. While this model remains the most popular, other models have also been successfully implemented in Québec elementary schools, such as alternating half-days, days, weeks or cycles.

Defining Intensive ESL

In Intensive ESL, the time allotted to the teaching of English as a Second Language is increased and concentrated to the equivalent of approximately half a school year (369 hours) in Elementary 5 or 6. Intensive ESL is not to be confused with immersion, in view of the fact that in Québec French schools, all subjects must be taught in French, with the exception of English as a Second Language.

Results at the End of Intensive ESL

By the end of Intensive ESL, students are able to use English spontaneously, with increasing fluency and accuracy, in a variety of everyday communicative situations. Students are able to speak, listen to, read and view texts as well as write about a variety of topics that correspond to their age, needs and interests. They can understand and be understood by various English speakers with greater ease. Students who participate in Intensive ESL classes improve their second language proficiency in a short span of time and quickly notice their progress, thus increasing their motivation to learn English.

> 📖 **Research Capsule**
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> [*Translation*] "These studies show that an increased and concentrated amount of time allotted to the teaching of English in an intensive context had a positive impact on students' academic success in ESL as well as on their motivation to learn the second language. The results are conclusive, regardless of students' academic performance, given that, in the 1999 Collins et al. study, two out of three [intensive ESL] programs were open to all." (CREXE, 2014, p. 37)

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[1] Currently Commission scolaire de la Seigneurie-des-Mille-Îles
[2] Currently Commission scolaire Marie-Victorin

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INTRODUCTION

This guide is intended to support the implementation of English as a Second Language (ESL) in an Intensive ESL classroom for all students (e.g. *students with special needs, advanced learners, beginners*). This guide can be used to complement the following documents:

> The Elementary Cycle Three English as a Second Language Program
> The Elementary English as a Second Language Progression of Learning
> The Elementary Framework for the Evaluation of Learning, English as a Second Language

The guide is divided into six sections. Section A: *The Intensive ESL Classroom*, provides teachers with an overview of six considerations and related suggestions for setting up the Intensive ESL teaching and learning context. Section B: *A Student's Journey Through Intensive ESL*, describes the four phases that students may experience during their time in the Intensive ESL classroom. Section C: *Two Sample Intensive ESL Schedules*, offers an example of a schedule for the first week and another for a typical week. Section D: *Evaluation*, presents elements to consider when evaluating the three ESL competencies of students in Intensive ESL. Section E: *Appendix*, contains suggestions to support ESL competency development and knowledge acquisition as well as a glossary of terms that are used in this document. Section F: *Bibliography*, is a list of the resources that were consulted in producing this guide.

A. THE INTENSIVE ESL CLASSROOM
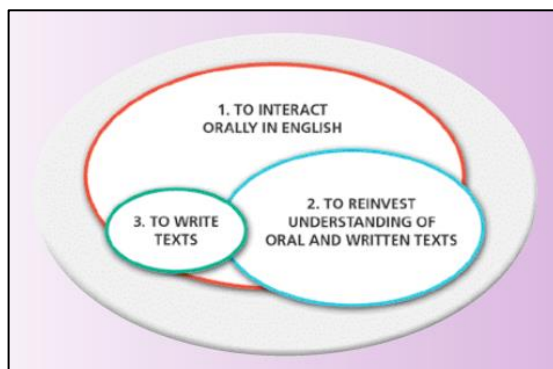
The six following considerations are interrelated elements that foster the optimal development of the three ESL competencies and the acquisition of knowledge in the Elementary Cycle Three ESL program, in the context of the Intensive ESL classroom:

1. TO INTERACT ORALLY IN ENGLISH

2. TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS

3. TO WRITE TEXTS

Students' Cognitive Development

Use of English

Elements Common to the ESL and FLE Language Programs

The Intensive ESL Classroom

Peer Collaboration

Fluency and Accuracy

Consolidation of Strategies
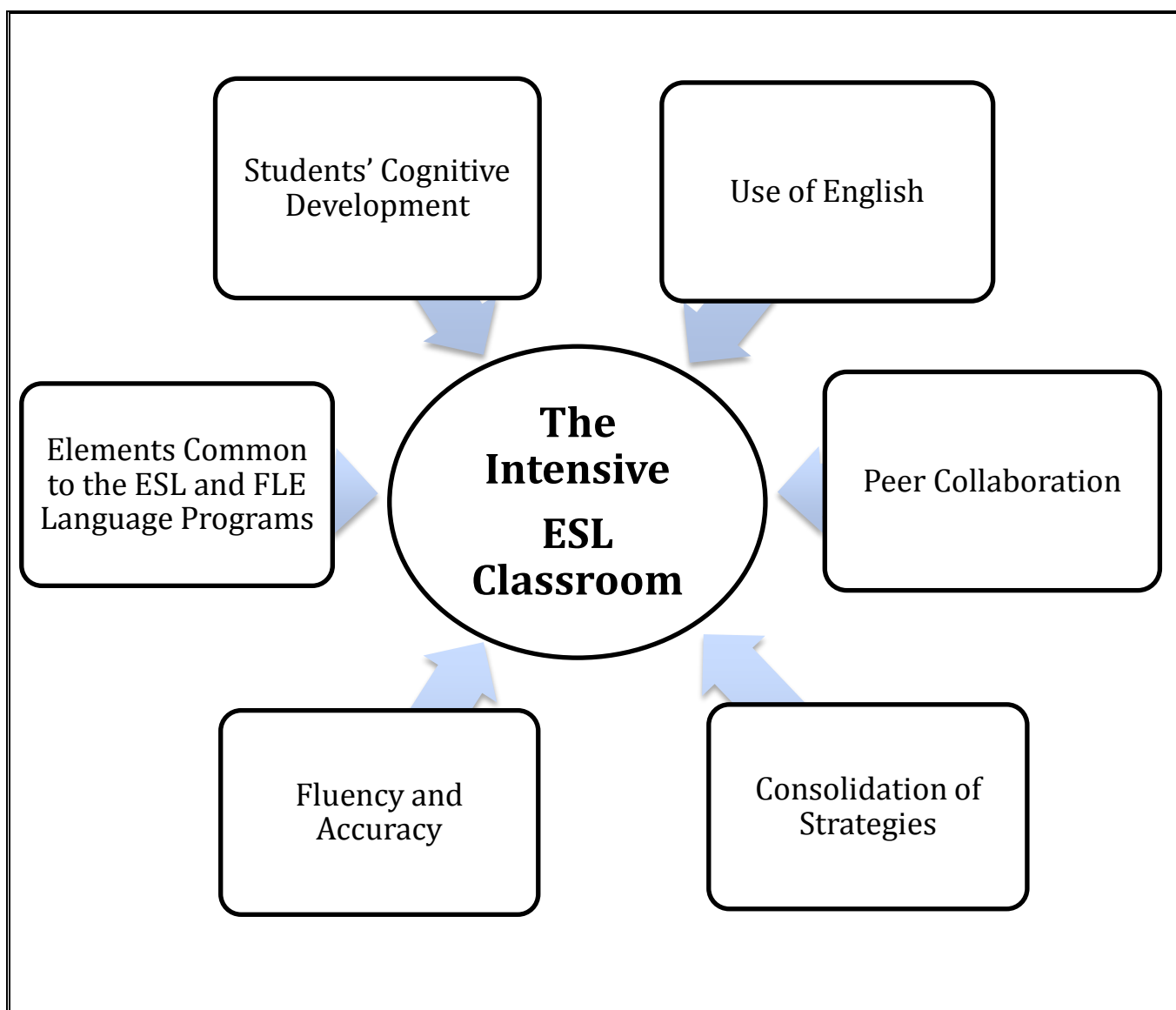
A1. USE OF ENGLISH

In the linguistically rich and interactive environment of the Intensive ESL classroom, the daily use of English allows students to develop oral fluency in everyday communication situations. Students are expected to initiate, react, maintain and end meaningful/authentic, two-way exchanges when they interact orally in English with an interlocutor.[3] Oral interaction is the backdrop for all classroom activities with English being the language of student-student, student-teacher and teacher-student communication.

To help develop correct language use, students rely on much initial support when learning how to use functional language (useful expressions and vocabulary) and language conventions (grammar, pronunciation, intonation). This support gradually tapers off as students become more autonomous in expressing themselves in the second language and are able to participate actively in all classroom activities for personal, social and task-related purposes.

Suggestions for teachers:

1. Create a linguistically rich environment to maximize students' exposure to the target language. For example, teachers can:
    –   *have the ESL classroom become an "English-only" zone by adding visuals at the classroom entrance (e.g. "magic line" using tape on the floor, poster, curtain)*
    –   *display linguistic and visual resources in the classroom and ask students to refer to them during oral interactions*
    –   *write the daily activities in English on the board*
    –   *explore a variety of English-language cultural products*
    –   *provide an array of authentic texts*
    –   *use a variety of audio and video recordings to expose students to different English language speakers*

2. Use English at all times in order to provide students with a linguistic model. For example, teachers can use English to:
    –   *greet and welcome students as they arrive in the morning*
    –   *engage in spontaneous conversations with students*
    –   *explain new vocabulary*
    –   *address schoolyard conflicts*

3. Begin with short, simple, step-by-step tasks to help students succeed in using English only, from the very start and to build students' self-confidence.[4] For example, teachers can:
    –   *plan icebreakers and team building activities*
    –   *discuss the importance of learning English*
    –   *use cooperative structures such as the Birthday lineup*
    –   *invite students to play a board game to review functional language*

4. Give instructions and explanations in English using visual support to facilitate comprehension. For example, teachers can:
    –   *point to instructions written on the board*
    –   *show an illustration or mime a vocabulary word*
    –   *use realia (i.e. real life objects)*
    –   *post student work as models on the classroom bulletin board*

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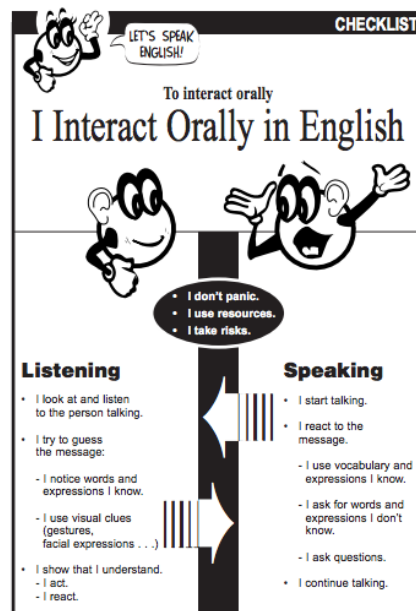
[3] An interlocutor is a person who engages in a conversation with someone.

[4] See Section C1, Sample Schedule: The First Week, for activity suggestions

5. Encourage students to use English in all classroom situations. For example, teachers can:
   – *establish rules on the use of English in the classroom*
   – *implement a recognition system that encourages students to persevere in using English*
   – *propose topics related to students' age, experiences, needs and interests*
   – *teach the targeted functional language to facilitate peer collaboration*
   – *model the strategies required for the task that will help students use English only*
   – *offer a variety of useful expressions to help students when a communication breakdown occurs*
   – *encourage students to use complete sentences from the very start with the help of models*
   – *praise students when they succeed*

6. Begin by having students discuss the proposed topic orally in order to prepare them prior to carrying out a speaking, reinvesting or writing task. For example, teachers can invite students to:
   – *share prior knowledge on the proposed theme*
   – *make personal connections to the topic*
   – *ask questions*
   – *play a game to learn key vocabulary*

7. Provide numerous opportunities for students to interact orally by encouraging spontaneous language use and planning structured oral interactions to carry out meaningful tasks. For example, teachers can invite students to:
   – *brainstorm with peers to generate ideas*
   – *compare information found on different websites with a partner*
   – *discuss different points of view from the perspective of characters in a novel*
   – *perform an improvisation*
   – *participate in the weekly student council*
   – *interview a peer*
   – *create a video with their teammates*

8. Offer constructive feedback,[5] as needed, to support students. For example, teachers can:
   – *praise students for their effective use of the targeted functional language*
   – *ask students to correct their pronunciation of a word or to reformulate their incorrect use of a verb tense*

9. Plan frequent occasions for students to reflect on their strengths and weaknesses and set goals in order to use English at all times. For example, teachers can:
   – *ask students to fill in a grid to self-evaluate their participation in exchanges*
   – *encourage students to discuss their use of strategies and resources by asking them questions*
   – *have students verify their use of functional language using a checklist*

📖 **Research Capsule**

"Characteristics of language use of students in the intensive program: fluency, confidence, predominant use of English (infrequent code switching), efficient negotiation for meaning, little or no prompting by researcher, varied content words and sentence patterns, precise descriptions, quick access to most of the vocabulary needed for the task, effective use of strategies to fill lexical gaps and to exchange information." (White and Turner, 2012, p.106)

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[5] See Section E5, Glossary and Section A4, Fluency and Accuracy

A2. PEER COLLABORATION

In the Intensive ESL classroom, collaborating with peers daily allows students to develop their ability to communicate in English with ease in a variety of meaningful contexts. Collaborating with others within a community of learners allows students to exchange ideas and information, co-construct knowledge, work towards a common goal, as well as learn from others by observing their use of language, work methods, strategies and resources. Peer collaboration may also motivate students to become more engaged in their learning and develop their autonomy, while enhancing their social and cooperative skills.

Suggestions for teachers:

1. Allot ample time for peer interactions so that students use the target language in a variety of meaningful contexts, and for different purposes. For example, have students:
   – *brainstorm with a partner*
   – *ask and answer peers' questions*
   – *prepare a skit in small groups*
   – *invent and play a board game in teams*

2. Establish a positive learning environment based on trust, mutual respect and recognition of others' contributions. For example, teachers can:
   – *invite students to listen to and consider other viewpoints*
   – *congratulate students when they work well with peers*
   – *encourage students to find solutions with their teammates*
   – *acknowledge students' individual strengths when working together on a group task*

3. Plan various forms of collaboration to respect individual needs and to meet task requirements. For example, students can work in:
   – *pairs*
   – *small teams*
   – *expert teams*
   – *homogeneous groups*
   – *heterogeneous groups*

4. Use cooperative structures[6] to encourage all students to participate such as:
   – *think-pair-share*
   – *round table*
   – *jigsaw*
   – *numbered heads together*
   – *talking chips/tokens*

5. Prepare activities that encourage individual accountability, in which each team member contributes to group discussions and take on a cooperative role[7] such as:
   – *reporter/spokesperson*
   – *secretary*
   – *facilitator/moderator*
   – *reader*

6. Assist teams in respecting deadlines and developing effective work methods. For example, teachers can:
   – *refer to a task sheet*
   – *identify important dates on a classroom calendar*
   – *use the student's agenda*

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[6] See Section E5, Glossary
[7] See Section E5, Glossary

7. Offer constructive feedback and encouragement, as needed, to support teams. Feedback can address:
   – *fulfillment of roles*
   – *participation*
   – *use of strategies and available resources*
   – *use of English with teammates*

8. Plan frequent occasions for students to reflect on their strengths and weaknesses in order to improve their peer collaborations. For example, teachers can:
   – *have students recognize the link between individual contributions and team success*
   – *help students reflect on how well they cooperated, on finding solutions to problems encountered when working in teams and on developing more effective work methods when collaborating with peers*

9. Invite students to set goals to improve their ability to collaborate with others. For example, students can say:
   – *"Next time, I will listen to my partners' suggestions."*
   – *"Next time, I will use the talking chips to participate more actively."*
   – *"Next time, I will take my role more seriously."*

📖 Research Capsule

"The present research, therefore, contributes to pedagogy since it provides evidence that children learning a second language and performing classroom cooperative learning group activities voluntarily co-construct their knowledge with the help of others. In other words, this study confirms the fact that elementary students are able and willing to provide support to their peers and receive assistance from their teammates while performing group tasks." (Gagné, 2009, pp. 62-63)

"Group and pair work is a valuable addition to the variety of activities that encourage and promote second language development. Used in combination with individual work and teacher-centred activities, it plays an important role in language teaching and learning." (Lightbown and Spada, 2006, p. 192)

A3. CONSOLIDATION OF STRATEGIES

Strategies are specific actions and behaviours used to solve problems and improve learning. Strategies are an integral part of each of the three ESL competencies: *To interact orally in English (C1)*, *To reinvest understanding of oral and written texts* (C2) and *To write texts (C3)*. In Intensive ESL, students have more time to consolidate their use of compensatory and learning strategies found in the Essential Knowledge section of the Elementary Cycle Three ESL program.

The everyday use of English and peer collaboration on a daily basis require that students employ strategies from the start in order to carry out tasks in the target language. In addition, when students make effective use of strategies (i.e. they know which strategies to use as well as how and when to use them) they see themselves as confident, capable learners. As students develop a repertoire of strategies, they become more autonomous lifelong learners.
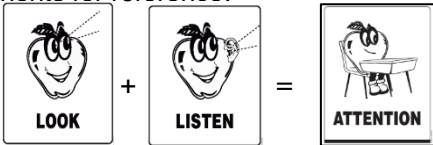
Suggestions for teachers:

1. Prioritize the following strategies in the first few weeks of Intensive ESL:
    a. Use of prior knowledge
        – *Ask students what they know about a topic.*
        – *Make connections to students' experiences.*
        – *Review functional language through a vocabulary activity.*
    b. Accepting not being able to understand everything
        – *Reassure students by acknowledging their nervousness.*
        – *Encourage students to persevere even when a message is challenging.*
        – *Ask students to explain what they understood.*
        – *Remind students of their progress.*
    c. Attention
        – *Help students concentrate on instructions by providing visual support.*
        – *Pause to enable students to process information.*
    d. Asking for help or clarification
        – *Provide students with the targeted functional language: How do you say . . . ? Can you help me with . . . ? Could you repeat, please? Can you explain . . . ?*
    e. Delay speaking
        – *Tell students to pause briefly in order to think of a response.*
        – *Suggest various useful expressions to indicate to the other speaker that additional time is needed to think of an answer: Wait a minute. Let me think about it. I need more time.*
    f. Risk-taking
        – *Encourage students to speak exclusively in English in spite of the possibility of making errors.*
        – *Praise students for making attempts to communicate in English.*
    g. Practice
        – *Provide students with opportunities to use and reuse the newly acquired functional language.*
        – *Encourage students to use new vocabulary during a task.*
    h. Cooperation
        – *Teach cooperative roles[8] to students.*
        – *Model active listening using a T-chart.[9]*
    i. Resourcing
        – *Suggest online resources.*
        – *Point to linguistic references available in the classroom.*
        – *Model how to use a dictionary.*

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[8] See Section E5, Glossary
[9] See Section E5, Glossary

2. Teach and model the use of targeted strategies, in context, and focus on a few at a time. For example, teachers can:
   – *name the targeted strategy*
   – *give a definition of the targeted strategy*
   – *verbalizing your thought process (think aloud) to model strategy use*
   – *teach or remind students of the functional language to use*
   – *have students volunteer to model how they use the strategy in front of the group*

3. Provide students with visuals of the targeted strategies and their components for reference:
   – *strategy posters/cards (e.g. Attention)*
   – *strategy component posters (e.g. Look + Listen)*
   – *key words written on the board*
   – *short videos of strategy use that can be found on the Internet*

4. Plan opportunities for guided practice of targeted strategies in contexts that resemble the modelling phase so that students can eventually use strategies autonomously in new contexts. For example, the teacher demonstrates to the class how to scan an information-based text (e.g. *newspaper article, magazine, travelling brochure)* for key elements. Then, pairs of students practice scanning a similar text to identify key elements.

5. Offer constructive feedback on effective or ineffective strategy use in order to support and guide students. For example, teachers can:
   – *discuss the key strategies during and after a task*
   – *invite students to use a strategy in a similar upcoming task*

6. Plan frequent occasions for students to reflect on their strategy use. For example, teachers can:
   – *ask students to acknowledge which strategies they use spontaneously to carry out a task*
   – *have students use tools (e.g. self-evaluation grids, journal entry) to gather written traces of their strategy use*
   – *take time to discuss strategy use with the entire class*

7. Invite students to set goals to improve their strategy use. For example, students can say:
   – *"I will use my resources to check my spelling."*
   – *"I will use clues from the text to understand a new word."*
   – *"I will pay more attention to my teammates' suggestions."*

📖 **Research Capsule**

"The results indicate that the teaching of selected strategies from the QEP had a statistically significant impact on the children's development of oral interaction competency. If SI (strategy instruction) involving selected strategies could show significant effects in a four-month investigation, the implementation of all relevant strategies in the curriculum throughout elementary and secondary schools would no doubt furnish students with valuable learning skills, the scope of which would reach far beyond the few hours afforded to ESL in the school schedule." (Gunning and Oxford, 2014, p. 15)

A4. FLUENCY AND ACCURACY

Although the primary aim of communication in Intensive ESL is the development of oral fluency, teachers can help students increase their accuracy by focusing on targeted language conventions (i.e. grammar, intonation, pronunciation, punctuation and spelling) in context. **Fluency** involves producing stretches of speech that flow easily and smoothly with little hesitation when searching for words. **Accuracy** relates to the speaker's ability to use the correct form of the target language and avoid errors. By drawing students' attention to the structure of the English language in context, they become increasingly aware of their errors, are better able to self-correct and may even be able to provide peers with feedback.

Suggestions for teachers:

1. Target the functional language and language conventions that students need to carry out a task. Teachers can refer to the Elementary English as a Second Language Progression of Learning. For example, as presented in the chart below, Grade 6 students are expected to be able to maintain exchanges by the end of the school year. Cycle Three students should also be able to reinvest knowledge of word order in simple sentences to construct meaning as well as to form simple sentences.

→	Student constructs knowledge with teacher guidance.							
★	Student applies knowledge by the end of the school year.							
	Student reinvests knowledge.							
Elementary								
		Cycle One			Cycle Two		Cycle Three	
		1	2		3	4	5	6
CONTEXTUAL LANGUAGE				**FUNCTIONAL LANGUAGE**				
				A—Useful Expressions				
				Expressions to make rejoinders				
				▪ Maintains exchanges (e.g. It's your turn. What about you? Is that right?)	→	→	→	★
				LANGUAGE CONVENTIONS				
				A—Grammar				
				Word order				
				▪ Uses knowledge of word order in simple sentences to construct meaning	→	★		
				▪ Forms simple sentences (e.g. I like apples. Emily can sing and dance. Bring your book.)	→	★		

2. Teach the targeted functional language and language conventions and allow students to practise them in context immediately after the explicit teaching. For example, students can:
    – *invent riddles about classmates in which the use of possessive pronouns is required*
    – *interview peers to practise asking questions*
    – *review vocabulary words using an online text or game*
    – *reread an illustrated picture book and draw students' attention to the position of the adjectives*

3. Have students review or reuse the targeted functional language and language conventions multiple times. For example, when students are learning about the simple past, they can be invited to use the same targeted verb tense in different activities:
    – *read song lyrics which include verbs in the simple past*
    – *perform a role play during which they recall a past event*
    – *play Tic-Tac-Took to practise irregular verbs[10]*

4. Propose activities that focus on common errors made by students to draw their attention to the correct form. For example, teachers can say: "I see that some of you are forgetting to pronounce the "s" at the end of plural nouns. Let's play a game to practise."

5. Make links between French and English language conventions in order to facilitate and consolidate learning, when feasible. For example, teachers can have students notice that:
    – *simple sentences are constructed in the same way in both English and French (i.e. Subject-Verb-Object)*
    – *the capitalization of proper nouns is similar in both languages*
    – *adjectives are positioned differently in a sentence in both languages*

6. Offer students feedback using corrective feedback techniques[11] such as explicit correction, clarification requests, metalinguistic feedback, elicitation, repetition and recast. For example, teachers can say:
    – *Be careful, not "have", we say: "I am 12 years old."* (explicit correction)
    – *How do we say "buyed" in the past tense?* (metalinguistic feedback)
    – *She sleep_↑ ?* (repetition)

7. Plan frequent occasions for students to reflect on their strengths and their recurrent errors. For example, guided by the teacher, students can answer the following questions:
    – *"Did I take time to correct my work, using resources?"*
    – *"Did I consider the teacher's feedback?"*
    – *"Did I practise pronouncing the "th" sound?"*

8. Ask students to think of specific actions they could take to improve their use of language conventions. For example, students can say:
    – *"I will review my grammar capsule to better participate in the tasks."*
    – *"I will read English texts at home."*
    – *"I will refer the word list related to the theme to improve my spelling."*

📖 **Research Capsule**

"Classroom data from a number of studies offer support for the view that form-focused instruction and corrective feedback provided within the context of communicative and content-based programmes are more effective in promoting second language learning than programmes that are limited to a virtually exclusive emphasis on comprehension, fluency, or accuracy alone." (Lightbown and Spada, 2006, p. 179)

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[10] See *Interactive Grammar (Cycle Two and Three)* on eslinsight.ca
[11] See Section E5, Glossary and for more information on Competency 1, *To interact orally in English*, refer to web event *Making C1 Work! Feedback in the ESL Classroom* available on http://blogdev.learnquebec.ca/eslcommunity/archive-making-c1-work-feedback-in-the-esl-classroom

A5.   ELEMENTS COMMON TO THE ESL AND FLE LANGUAGE PROGRAMS

A number of links can be made between the English as Second Language (ESL) and the Français, langue d'enseignement (FLE) programs in order to consolidate students' knowledge and competency development in each language. In the Intensive ESL context, homeroom[12] and ESL teachers can consider the common elements between the two language programs in their respective planning. Consequently, learning that takes place in either language can be used and transferred by students to a variety of communicative contexts throughout the school year in either English or French. The elements that are common to the two language programs are as follows:

- Interacting orally
- Reading a variety of authentic texts (i.e. popular, literary and information-based)
- Using a writing process
- Using strategies and resources
- Acquiring knowledge of language conventions and texts
- Discovering cultural products

The chart below shows the correspondence between the wording of the competencies in both language programs:

	ESL		FLE
C1	To interact orally in English	**C3**	Communiquer oralement
C2	To reinvest understanding of oral and written texts	**C1** **C4**	Lire des textes variés Apprécier des œuvres littéraires
C3	To write texts	**C2**	Écrire des textes variés

Suggestions for teachers:

1. The ESL teacher and the homeroom teacher may share, create and use common tools and techniques to help students:
    a. Initiate, react to, maintain and end oral interactions as they:
        - *greet, give an opinion, express agreement/disagreement, discuss, take leave*
    b. Demonstrate and reinvest understanding of a variety of authentic texts as they:
        - *construct meaning of texts prior to carrying out a task, share reactions to texts, express appreciation of storybooks from children's literature, write an alternate ending to a short story*
    c. Use a similar writing process[13] to write texts as they:
        - *prepare to write, write a draft, revise content and ideas, edit language conventions and write a final copy, consider purpose and intended audience, receive peer feedback to improve text, use similar proofreading marks*
    d. Use strategies such as:
        - *activate prior knowledge, ask for help or clarification, predict, infer, skim, scan, take risks, plan, take notes, cooperate, self-monitor, self-evaluate*
    e. Use resources such as:
        - *a writing process checklist, an observation grid for teamwork, proofreading marks for written texts, dictionaries*
    f. Build knowledge about language conventions such as:
        - *word order, subject-verb agreement, spelling, capitalization, punctuation, cognates, "false friends"*
    g. Develop knowledge about texts as they explore:
        - *connecting words; characteristics of a fable; contextual cues such as titles, subtitles, illustrations; overall meaning; key elements such as main character, place, setting, sequence of events*

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[12] The expression "homeroom teacher" refers to the other teacher who is responsible for the same group of students as the Intensive ESL teacher and who is in charge of teaching FLE among other subjects.
[13] See Section E4, Writing Process

h. Make connections between cultural products from various French and English cultures in order to better understand their own culture and that of others as they:
   – *discuss the characteristics of schools around the world, identify similarities and differences between two celebrations, compare similar idiomatic expressions in both English and French*

2. Prepare a long-term plan and create pedagogical materials with the homeroom teacher. For example, ESL teachers and homeroom teachers can:
   – *select common themes for texts*
   – *propose the same text types during a given month*
   – *prepare strategy posters that use the same pictograms in both languages*
   – *use a similar writing process*

3. Offer students feedback by referring to the similarities and differences between the two languages. For example, teachers can:
   – *discuss targeted language conventions such as word order, capital letters, specific expressions such as "there is/there are" to say "il y a"*
   – *remind students that the text components of a letter are the same in both English and French: date, salutation, message, close, signature*

📖 Research Capsule

[Translation] *"Similarly, at more advanced stages, there is transfer across languages in academic and reading skills such as knowing how to distinguish the main idea from the supporting details of a written passage or story, identifying cause and effect, distinguishing fact from opinion, and mapping out the sequence of events in a story or historical account."* (Cummins, 2001, p. 18)

"Findings suggest that teacher awareness of commonalities in each other's curriculum facilitated collaboration and resulted in increased consistency in SI [strategy instruction], which strengthened learner awareness and autonomous use of reading strategies. This also had the potential to save time since strategies taught in one class could be reinvested in the other." (Gunning et al., 2016, p. 84)

A6. STUDENTS' COGNITIVE DEVELOPMENT

In the Intensive ESL classroom, students have more time to engage in a variety of increasingly challenging Learning and Evaluation Situations (LESs). Research shows that providing students with complex and meaningful tasks supports their cognitive development as well as their motivation to learn the second language. Cognitive development refers to the following:

- **Reasoning skills**: The development of logical thinking
  - o *making inferences*
  - o *problem-solving*
  - o *using information*
  - o *exercising critical judgment*
  - o *drawing conclusions*

- **Social skills**: The ability to work with others and communicate appropriately
  - o *negotiating with peers*
  - o *accepting others*
  - o *helping one another*
  - o *considering others' point of view*
  - o *actively participating in tasks*

- **Personal skills**: The development of individual qualities
  - o *confidence*
  - o *self-esteem*
  - o *initiative*
  - o *responsibility*
  - o *autonomy*
  - o *creativity*
  - o *kindness*

- **Organizational skills**: The development of effective work methods
  - o *planning one's work*
  - o *resourcing*
  - o *taking notes*
  - o *respecting deadlines*
  - o *using a checklist*

Suggestions for teachers:

1. Start with familiar topics and simple tasks, to help students gain self-confidence and achieve success. Gradually introduce topics of a broader scope and increase the complexity of tasks according to students' level of language development, age, experiences, needs and interests so as to engage students in their learning. For example, teachers can:
   - *start with familiar topics such as family, classroom life, hobbies or pets and move on to topics of a broader scope such as environmental issues, spending habits or cyber safety*
   - *start with simple tasks in which students label, match and describe, moving on to more complex tasks that require students to compare, infer and analyze*

2. Explain the evaluation criteria and task requirements prior to carrying out tasks to help students better understand expectations and plan their work accordingly. For example, teachers can:
   - *present evaluation/observation grids to students*
   - *show explicit and open-ended models of the final product*
   - *analyze samples of student work to exemplify the different levels of success*
   - *provide students with checklists to verify their work*

3. Encourage peer collaboration to enable students to co-construct knowledge. For example, teachers can:
    –   *have students share their ideas and opinions in teams*
    –   *ask pairs of students to compare their understanding of texts*
    –   *invite students to help others during a writing task*

4. Select LESs related to the broad areas of learning (BAL)[14] to anchor students' knowledge to today's reality and to the cross-curricular competencies (CCC)[15] to develop students' "know-how" in all subject areas.

5. Propose meaningful/authentic reinvestment tasks in which students select, organize and personalize knowledge from texts in order to deliver a final product individually. For example, students can:
    –   *use information from texts to support the choice of a class field-trip*
    –   *write a profile for the "Personality of the Week" column of the school newspaper after reading about three members of their community*

6. Make links with other subjects to help students better assimilate learning. For example, teachers can:
    –   *prepare science workstations on extinct animals*
    –   *propose an LES on important historical figures and their contribution to society*
    –   *use a pie chart to present survey results on students' consumer habits*

7. Differentiate instruction (i.e. content, process, learning environment and product) to meet the needs of all students. For example, teachers can:
    –   *offer a variety of texts on the same subject, with varying levels of difficulty, to accommodate students' differing proficiency levels and interests* (content)
    –   *offer additional support to students who are experiencing difficulties* (process)
    –   *encourage advanced students to pursue a topic in greater depth* (process)
    –   *allowing some students to work individually and others in pairs* (learning environment)
    –   *allow students to choose the format of their final product* (product)

8. Offer constructive feedback to support students' cognitive development. For example, teachers can:
    –   *comment on students' ability to consider their peers' point of view during group work (social skills)*
    –   *have class discussions on effective note-taking techniques after completing a graphic organizer (organizational skills)*

9. Plan frequent moments in which students reflect on their strengths and weaknesses and set goals for themselves. For example, students can say:
    –   *"I am able to consider my partner's point of view."*
    –   *"I often use the right resources to solve problems."*
    –   *"I have to take more initiative and participate more actively."*
    –   *"I should refer to the texts provided when supporting my opinion."*

📖 Research Capsule

"Cognitive processes overlap across language classrooms and also across disciplines. Therefore, L1–L2 teacher awareness of these overlaps creates opportunities for collaboration and consistency of instruction. By increasing the amount of instruction in a variety of contexts, we also increase the learners' awareness of these overlaps and their opportunities to transfer learning across the curriculum and across languages." (Gunning et al., 2016, p. 86)

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[14] Health and Well-being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, Citizenship and Community Life

[15] To use information, To solve problems, To exercise critical judgment, To use creativity, To adopt effective work methods, To use information and communications technology (ICT), To construct his/her identity, To cooperate with others, To communicate appropriately

B. A STUDENT'S JOURNEY THROUGH INTENSIVE ESL

The following section highlights the four phases that students may go through during their Intensive ESL experience: the adaptation phase, the experimentation phase, the consolidation phase and the fine-tuning phase.
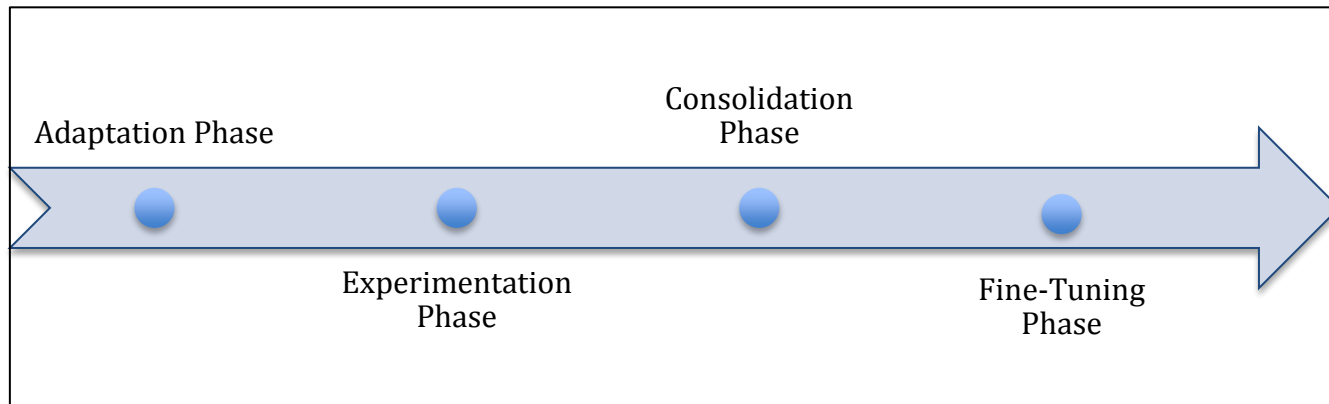
No timeframe is specified for each phase since students will progress at their own pace. For example, some students may spend more than two months in the adaptation phase to develop confidence in their abilities, while others may go back and forth between phases or even skip a phase.

In some cases, a student could be at the consolidation phase when interacting orally, but still be at the experimentation phase when writing texts. At the end of their Intensive experience, some students may remain in the consolidation phase for some aspects of the language and reach the fine-tuning phase at the secondary level.
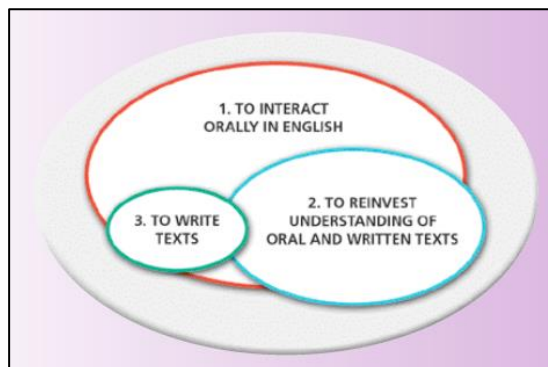
The four phases provide information about the pedagogical environment that will support students learning in each phase. They take into account the expertise of highly qualified Intensive ESL teachers from different school boards across Québec who were consulted during the development of this guide. The four phases also reflect second language acquisition research, which considers the cognitive and socio-affective aspects of language learning as well as learner characteristics.

B1. ADAPTATION PHASE

Considering students' affect
Students may need time to adapt to their new Intensive ESL classroom in which English is used in all classroom situations for hours at a time. Students may experience a variety of emotions that range from excitement and enthusiasm to stress and fatigue. They may question their ability to succeed, worry about making mistakes and even temporarily regress as they try to keep up with the demands of their new English environment.

Students appreciate being reassured and are motivated when they experience success from the start. Creating a safe, positive classroom climate encourages students to take risks and to express themselves in English. Establishing familiar classroom routines, introducing a rule regarding the use of English in class, implementing a positive reinforcement system to help students persevere in using the target language, engaging students in large-group activities to develop a sense of belonging, reminding students that errors are a natural part of language learning, teaching strategy use and providing students with resources can help ease this transition.

Competency development
Classroom observations show that during this initial phase, students benefit from close teacher guidance, and explicit modelling, as they develop their three ESL competencies and construct knowledge in the second language.

When students make attempts *To interact orally in English* (C1), they rely heavily on the functional language (i.e. useful expressions and vocabulary), language conventions (i.e. grammar, pronunciation, intonation) and strategy posters provided. Starting with short, simple, step-by-step oral activities on familiar topics can ensure immediate success for all students thereby increasing their confidence and motivation.

In order for students to develop the competency *To reinvest understanding of oral and written texts* (C2), they benefit from teacher-led discussions that prepare them to listen to, read and view simple texts on familiar topics. After constructing meaning of texts, both individually and with others, students are better able to briefly demonstrate their understanding of the literal meaning of texts and identify the key elements with teacher support. Students are highly guided by the teacher when planning and carrying out tasks in which they reinvest their understanding (e.g. *discussing task requirements with the group, using graphic organizers, referring to models, using checklists*). At this initial phase, scaffolding the task in a step-by-step manner enables students to select, organize and personalize information from the texts provided to deliver a short final product individually.

To write texts (C3), students draw upon explicit models to write short (a few sentences), on-topic, well-structured texts that closely resemble the models provided. They make attempts to apply targeted language conventions (i.e. grammar, punctuation, and spelling) using the resources provided and targeted strategies, as needed.

Setting personal learning goals
It is important to help students notice the progress they have made in a short period of time, and to provide them with frequent opportunities to set short- and more long-term personal goals for learning English.
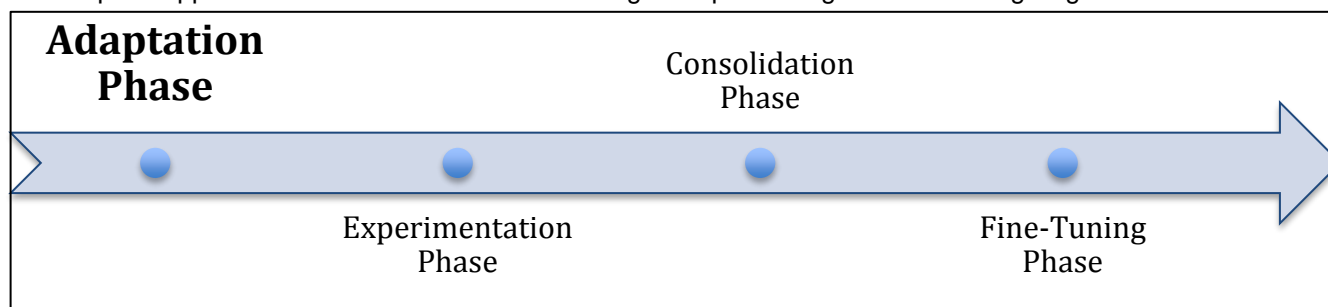
B2.   EXPERIMENTATION PHASE

Considering students' affect
During this second phase, students may still be somewhat nervous and experience frustration at not yet being able to express themselves with ease. However, they are ready to take more risks to communicate and are able to start working autonomously with others. They gradually become more comfortable with their surroundings and daily routines.

Competency development
Students still need teacher support to develop their competencies and construct knowledge. They are better able to understand simple oral instructions and continue to develop their personal repertoire of functional language (i.e. useful expressions and vocabulary) and language conventions (i.e. grammar, pronunciation, intonation) as they participate in both short structured and spontaneous exchanges on familiar topics and some topics with a broader scope. They experiment with the language in a variety of contexts and discover the strategies and resources that work best for them in order *To interact orally in English* (C1).

To help students develop the competency *To reinvest understanding of oral and written texts* (C2), they participate more actively in discussions, prior to listening to, reading and viewing texts on familiar topics and some topics with a broader scope. When constructing meaning of texts, both individually and with others, students use text components with support, briefly share their understanding of the literal meaning of texts, make attempts to grasp the underlying meaning of texts with support, start making personal connections to texts as well as expressing their appreciation of texts. At this phase, students still need ample time to construct meaning of texts prior to demonstrating their understanding and to carrying out reinvestment tasks. Students are able to select, organize and personalize information from texts provided, with teacher and peer support, in order to deliver a final product individually.[16]

To write texts (C3), students learn how to use a writing process[17] and refer to explicit and open-ended models in order to write short, on-topic, well-structured, personalized texts. During this phase, students start applying targeted language conventions (i.e. grammar, punctuation, spelling) correctly using the resources provided and targeted strategies, as needed.

Setting personal learning goals
It is important to give students time to reflect on their learning and the progress they have made, as well as to set short- and more long-term personal goals for learning English.

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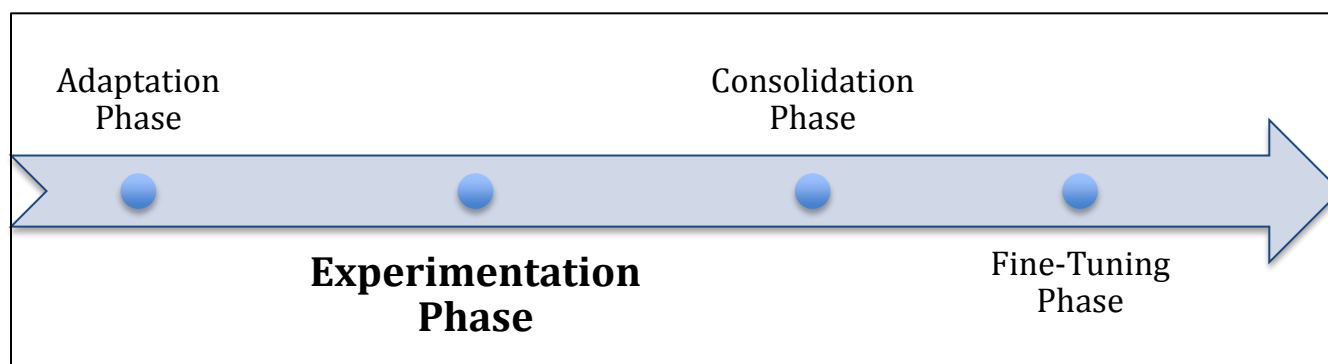
[16] See Section E3, Exploring Texts
[17] See Section E4, Writing Process

B3. CONSOLIDATION PHASE

Considering students' affect
During this third phase, students become aware of the progress they have made, which helps to build confidence in their ability to communicate in the second language and enhances intrinsic motivation. As they make effective use of strategies and resources, they become increasingly autonomous learners. They seek help from their peers, as needed, and less often from the teacher. As members of a community of learners, each student plays an active role in providing, requesting and integrating constructive feedback.

Competency development
Whether it is to express themselves orally or in writing, students are able to engage in increasingly complex tasks, since they have a better understanding of the English language. They continue to develop and consolidate their competencies and acquire new knowledge.

Students can interact orally in a variety of structured communication situations and spontaneous conversations with greater ease. They continue to expand their personal repertoire of functional language (i.e. useful expressions and vocabulary) and language conventions (i.e. grammar, pronunciation, intonation). Students are progressively more fluent when discussing classroom topics and can increasingly focus on the accuracy of their messages using the strategies and resources provided in order *To interact orally in English* (C1).

To help students develop the competency *To reinvest understanding of oral and written texts* (C2), they participate more spontaneously in discussions, prior to listening to, reading and viewing a wider variety of texts on familiar topics and topics with a broader scope. As they progress through the phases, the level of complexity of the selected texts is adjusted according to students' cognitive and linguistic development. When constructing the meaning of texts, both individually and with others, students use text components more autonomously, and are better able to understand both the literal and the underlying meaning of texts. They make some connections between texts and their own experiences and can better express their appreciation of texts. At this phase, students rely more on their peers and less on their teacher when constructing meqaning of texts prior to demonstrating their understanding and to carrying out reinvestment tasks. Students select, organize and personalize information from texts provided with increasing autonomy in order to deliver a final product individually.

To write texts (C3), students use a writing process with support from the teacher and peers and, as needed, they use open-ended models to write longer, on-topic, well-structured, personalized texts that show imagination and creativity. They apply targeted language conventions (i.e. grammar, punctuation, and spelling) with increasing ease, using the resources provided and targeted strategies, as needed.

Setting personal learning goals
Just as in the previous phases, it is important to give students time to reflect on their learning and on their progress as well as to set short- and long-term personal goals for learning English.
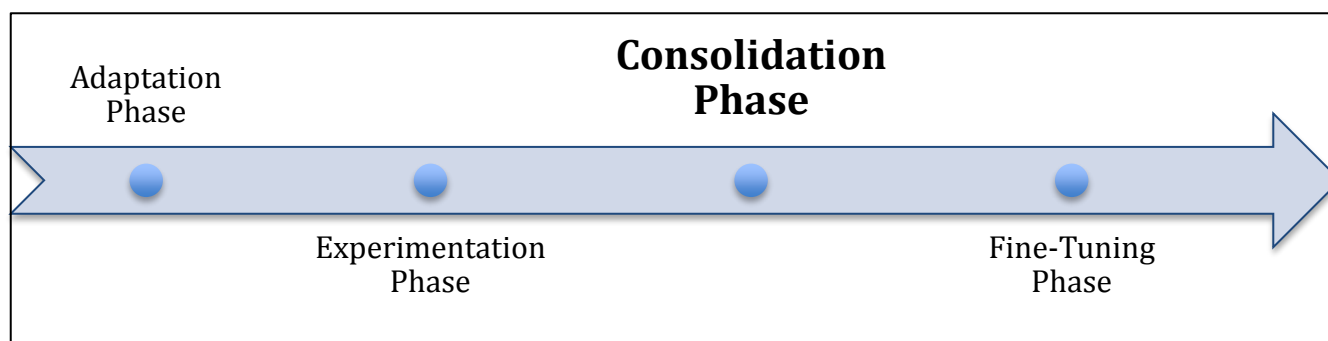
B4. FINE-TUNING PHASE

Considering students' affect
During this last phase, students are comfortable in the all-English classroom and feel empowered by their success. They should be able to apply effective work methods, work well with others and use strategies and resources autonomously. They are able to reflect on their learning and may even notice and self-correct some of their errors. At this point, students can understand most English speakers in a variety of everyday situations.

Competency development
Students can use their ESL competencies and knowledge with autonomy and confidence. As students actively participate in structured and spontaneous exchanges, they are more capable of maintaining oral interaction. They continue to expand their personal repertoire of functional language (i.e. useful expressions and vocabulary) and language conventions (i.e. grammar, pronunciation, intonation) by discussing a wider range of topics in English. Students are increasingly fluent and accurate in English and personalize their language use in a variety of communicative situations using strategies and resources with greater autonomy in order *To interact orally in English* (C1).

To help students develop the competency *To reinvest understanding of oral and written texts* (C2), they continue to participate spontaneously in discussions, prior to listening to, reading and viewing a wide variety of texts. When constructing the meaning of texts, both individually and with others, students use text components to identify facts, describe the storyline and sequence events autonomously. They are better able to understand the underlying meaning of texts. They also continue to make connections between texts and their own experiences and express their appreciation of texts. After constructing meaning of texts, students are able to demonstrate their understanding and carry out reinvestment tasks more effectively. Students select, organize and personalize information from texts provided with increasing autonomy, in order to deliver a final product individually.

To write texts (C3), students can write more elaborate, on-topic, well structured, and personalized texts that show imagination and creativity. They also apply targeted language conventions (i.e. grammar, punctuation, and spelling) with increasing accuracy and autonomy in their own written texts using resources and strategies, as needed.

Setting personal learning goals
Students still need time to reflect on their learning and on the progress they have made. It is important to encourage students to set learning goals in order to maximize the benefits of their experience in Intensive ESL and achieve their full potential.
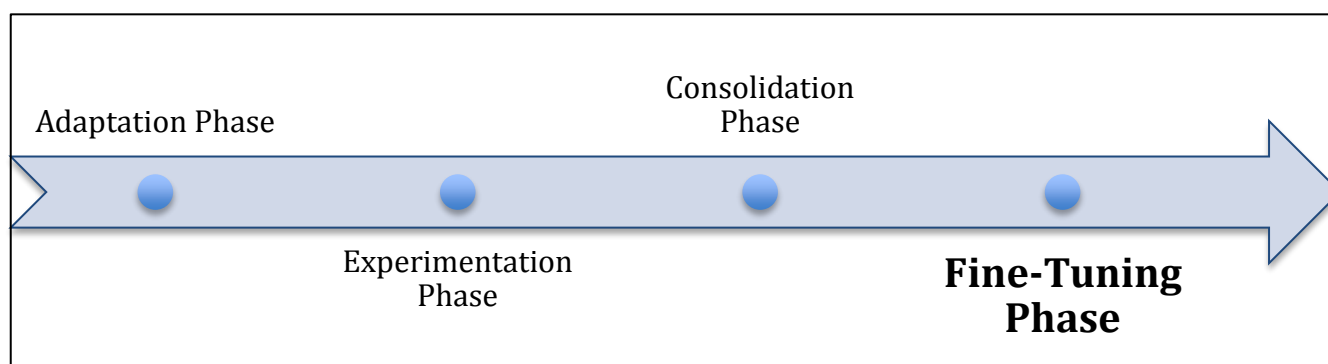
C. TWO SAMPLE INTENSIVE ESL SCHEDULES

The following section presents two sample Intensive ESL schedules. The first schedule proposes activities that can take place during the first week of Intensive ESL and the second one shows what a typical week may look like. The suggested activities are designed to develop the three ESL competencies of the Cycle Three ESL program: *To interact orally in English* (C1), *To reinvest understanding of oral and written texts* (C2) and *To write texts* (C3).

The activities in the two sample schedules focus mainly on oral interaction. The ESL competencies are developed in synergy within the interrelated tasks which allow students to practise the targeted functional language and language conventions as well as use their knowledge in a variety of contexts (e.g. *improvisations, songs, grammar capsules, cooperative activities, oral activities*) throughout the entire week. A colour code distinguishes the ten types of activities that will be explained in the following pages:

1. Pink: Fostering a Community of Learners
2. Red: Oral Activities
3. Blue: Cooperative Activities
4. Black: Homework
5. Light blue: Reading Activities
6. Green: Tasks Related to the Weekly LES
7. Brown: Pronunciation Activities
8. Purple: Workstations
9. Grey: Activities Linked to the School's Educational Project
10. Orange: Targeted Strategies

The suggested activities are described after each sample schedule. They promote diverse forms of collaboration with peers (e.g. *pairs/teams, homogeneous/heterogeneous groups, class discussions*). There are also times when students will work individually. Furthermore, some activities and themes presented in the second sample schedule are linked to the school's educational project, in this case science and technology as well as openness to the world and respect for diversity.

The proposed schedules can be adapted to better meet students' needs. In some cases, the teacher may take more time to prepare students to carry out a task and delay some activities until the following week. For example, depending on the topic, complexity of the weekly LES, group dynamics or students' individual learning rates, it is possible to alternate between carrying out an LES one week and using workstations the following week, so that students have time to adapt to these different contexts. Although the schedules were designed for the 5-month/5-month model, they can be adapted to other models (e.g. *½ days, 1 day/1 day*).

C1. SAMPLE SCHEDULE: THE FIRST WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
1st period 8:53 am to 9:48 am	Learning students' names Importance of learning English Strategies C1	Personal reading time Cooperative activity Short texts Strategies C1, C2	Personal reading time Cooperative activity Strategies C1, C2	Personal reading time Grammar capsule Feedback Strategies C2	
2nd period 9:53 am to 10:48 am	Motivation poster Choosing a book Strategies C1, C2, C3	Responsibilities Birthday lineup C1, C2		Collective artwork Strategies C1, C2	Personal reading time Cooperative activity Strategies C1, C2
Recess					
3rd period 11:08 am to 12:03 pm	Setting up the environment Classroom rules Oral activity Strategies C1		Homework Vocabulary building Weekly LES Feedback C1, C2, C3		Weekly LES (continued) Feedback Weekly riddle and tongue twister C1, C2, C3
Lunch					
4th period 1:23 pm to 2:38 pm	Personal reading time Cooperative activity Personal file Strategies C1, C2, C3		Personal reading time Song Feedback Strategies C1, C2	Personal reading time Oral activity Feedback Strategies C1, C2	Collective and personal artwork (continued) Strategies C1, C2, C3
Recess					
5th period 2:53 pm to 3:53 pm	Personal artwork Self-evaluation/ Feedback C1, C2	Oral activity Feedback Strategies Self-evaluation/ Feedback C1, C2	Interactive reading Strategies Self-evaluation/ Feedback C1, C2	Birthday card Feedback Strategies Self-evaluation/ Feedback C3	Oral activity Feedback Strategies Self-evaluation/ Feedback C1

N.B. The shaded boxes are reserved for specific subjects, taught in French, such as physical education and health, visual arts, music or drama. The choice and the amount of time allotted to these subjects may differ from one school to another.

C1.01 Fostering a Community of Learners

Learning a second language requires interacting with others. Therefore, getting to know each other can help students develop a sense of belonging to their new community of learners and motivate them to participate in their ESL classroom. Teachers can take the necessary time to establish an atmosphere of trust in which students feel safe to take risks within the group and support one another in their competency development.

Learning students' names: Teachers who learn students' names from the start allow students to feel that they are part of the group. It often has a positive impact on classroom management.

Importance of learning English: To help increase their engagement and make learning more meaningful, students may be asked to identify a personal reason for learning English, based on their interests and needs, and share it with the group (e.g. *to travel, to find a good job, to understand songs in English, to play video games in English*). Students' suggestions can be written on the board as a model for those who are hesitant to speak English. Targeted strategies[18]: risk-taking, use of prior knowledge

Motivation poster: Following the spontaneous discussion on the importance of learning English, students create a class poster on which they individually write their main reason for learning English. If the poster is displayed beside the classroom door, it reminds students of their personal reasons to make an effort in the Intensive ESL class. This poster also informs other students in the school, school staff and visitors that students in the Intensive ESL classroom are motivated to learn English. Targeted strategies: asking for help or clarification

Setting up of the environment: Setting up the learning environment generally occurs during the first week. It can include assigning lockers; distributing materials such as agendas, activity books and illustrated dictionaries; labelling the different sections of the binder; presenting classroom resources such as the reading corner and the computer corner; showing students how to use the materials and resources. For example, the teacher can demonstrate the proper use of a bilingual dictionary by explaining how information is presented in both the French and English sections, ask students to practise finding words through a guided practice activity and then, have them look up words individually so they can learn how to use this resource autonomously*.*

In addition, to help students use English from the start, they can be asked to label classroom objects and write these words in their personal dictionary as a review. They could also brainstorm all the English words they know with a partner to realize that they have acquired some prior knowledge in the second language. Targeted strategy: attention

Classroom rules: Students and the teacher can come up with a list of classroom rules together (e.g. *using questions such as: What is a good teacher? What is a good student?*). Students can create posters of the rules and display them in the classroom. Classroom rules can also be presented humorously using "memes" (i.e. choosing a picture of a celebrity and adding a caption that states or implies the rule). Targeted strategy: risk-taking

Personal file: Students complete a short questionnaire about their interests, strengths, concerns and learning goals. By completing this task individually and in writing, students feel more comfortable sharing their thoughts with the teacher. The teacher can refer to the information when choosing themes and LESs during the year to show students that their viewpoints are being considered when planning lessons. This written activity gives students the opportunity to start using their resources autonomously (e.g. *posters, bilingual dictionaries*). This can be included in the portfolio. Targeted strategy: resourcing

Personal artwork: Students may be asked to personalize their portfolio cover, desk and/or locker using photographs, drawings, art techniques such as mosaic or collage as well as computer software/applications. Personalizing their environment allows students to tap into their creativity, establish a welcoming atmosphere and develop a sense of belonging. Targeted strategies: attention, risk-taking

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[18] See Section C1.10, Targeted Strategies

Responsibilities: Taking part in daily chores and routines is a way to develop social aspects of community living. Tasks may be assigned to students on a monthly rotation (e.g. *holding the door for their classmates, turning off lights, opening and closing windows, writing the date on the board, erasing and washing the board, getting milk, handing out sheets, collecting assignments, putting away materials, turning off and charging laptops, presenting the daily weather forecast, taking out the recycling bin, distributing birthday cards*). Teachers can use this time to teach functional language related to the chores (e.g. *Can I wash the board at recess? Do you want me to take out the recycling bin?*). Targeted strategies: asking for help or clarification, attention

Birthday lineup: This cooperative structure requires students to line up chronologically according to their date of birth. To do so, students must interact orally with peers to determine who was born first, second, etc. The teacher reminds students to use English only and refers them to the models of targeted functional language written on the board (e.g. *When is your birthday? My birthday is on . . . . You're in front of me. You're younger than me.*). This can also serve as a fun way to create teams of students for a future activity. For example, the first four students in line are a team, the second four students would be a second team and so on. If there is an uneven number of students in a class, teams can be reduced to three, or the last student can be allowed to join the team of his/her choice. Targeted strategy: resourcing

       Variations: Students can also line up according to height, hair length, size of their feet, etc.

Collective artwork: Creating a collective work of art to be posted outside the classroom allows students to work towards a common goal, develop a sense of community and become engaged in their learning. Students construct their identity through a project that is inspired by the social sciences program (e.g. *creating a totem, making a quilt, designing a coat of arms*) and discover how people express their personalities in different cultures. This enables students to better understand cultural diversity as well as discover similarities and differences between their own culture and that of others. Students can be asked to write a portfolio entry to describe the collective artwork, explain the creation process and express their appreciation. This project usually requires more than one period. Targeted strategies: resourcing, risk-taking

Birthday card: Each student makes a card for another student in the group. This written task allows students to activate their prior knowledge on the theme, work on social skills (e.g. *kindness towards others*), engage in an artistic task, use creativity and apply the writing process.[19] Throughout the school year, a card is selected, signed by everyone and then given to the birthday boy or girl. Targeted strategies: resourcing, use of prior knowledge

C1.02 Oral Activities

During the first few weeks, simple oral activities aim to lower the anxiety that students may experience when they take risks using English. These activities are also a first step towards collaborating with others. These short, structured and scaffolded (i.e. step-by-step) activities support students' development of fluency and accuracy in oral interactions from day one.

After each activity, the teacher can offer students feedback to support learning (e.g. *congratulate students who used English only during the activity, encourage others to speak English more often in the following activity, review parts of the activity that were misunderstood, direct students' attention to unfamiliar vocabulary by writing new words on the board*). As well, students can be asked to reflect on (self-evaluation) their use of English, targeted strategies and resources provided. Students may also be invited to set personal goals for speaking English.

I'm going on a trip and I'm going to bring (name) and his/her (object): Students use this sentence starter, add the name of a student in the class, followed by an object that starts with the first letter of the classmate's name (e.g. *I'm going on a trip and I'm going to bring **P**eter and his **p**yjamas.*) The activity is like a riddle because students have to guess that the name and the object must start with the same letter in order to take part in the

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[19] See Section E4, Writing Process

trip. This cognitive challenge motivates students to participate. Students infer what is asked of them by paying close attention to examples given by the teacher and the other students. Also, the model sentence enables students to learn about the pronouns *his* and *her*. The sentence starter can be written on the board to provide students with the targeted functional language and language conventions to enable them to complete the task successfully and develop confidence in their abilities to meet expectations. Targeted strategies: accepting not being able to understand everything, attention, risk-taking, use of prior knowledge

This summer, did you . . . : This activity requires students to gather information on their classmates' summer activities. An activity sheet with a variety of functional language is provided (e.g. *This summer, did you play soccer? Did you visit another country? Did you drink pink lemonade?).* The purpose of the activity is to find a different classmate for each statement by asking questions orally in English. This activity allows students to approach their peers using simple and well-structured written questions. The atmosphere is lively as students walk around freely. Before and after the activity, the teacher can use a T-chart[20] to inform students about the suitable noise level, active listening techniques and the expectations for using English during the activity. Targeted strategy: risk-taking

The rainbow: Six different coloured index cards or a series of small objects (e.g. *paper clips or tokens*) are placed in a small box. Six questions are written on the board. Each question is associated with a coloured index card or a small object. Students pick a card/object and then read and answer the corresponding question (e.g. *What is your favourite snack? My favourite snack is...*). Topics can include animals, school subjects, songs, games, sports, food and books. This activity enables the students to practise targeted functional language using familiar topics. Targeted strategies: risk-taking, use of prior knowledge

Board games: Many pedagogical materials include activities inspired by board games that allow students to reuse targeted useful expressions and vocabulary. Some board games can also be used to practise the pronunciation of letters and numbers. Targeted strategies: asking for help or clarification, resourcing, use of prior knowledge

Outdoor games: In order to review some common functional language in a fun way, students can participate in outdoor activities. For example, with the teacher, students walk around the neighbourhood to participate in an activity called **What's the Address?** As they walk, the first pair of students is called upon to say a few addresses aloud, either separately or together. At the teacher's signal, this pair of students then moves to the end of the line to allow the second pair of students to practise saying the numbers, and so on. (N.B. It is important to request permission from parents and the administration before taking students on fieldtrips and school outings.)

After the walk, games like **Simon Says**, or **1, 2, 3, Boom!** can be played in the school yard. **1, 2, 3, Boom** is a counting game which helps activate students' prior knowledge of math (e.g. *counting, multiples*). Before they begin counting, students sit in a circle and choose a number. Students take turns counting out loud, but whenever a multiple of that number comes up, the next student has to say *boom!* instead of the multiple of the number. For example, if 5 is the chosen number the game goes like this: 1, 2, 3, 4, *Boom!* 6, 7, 8, 9, *Boom!* 11, 12, 13, 14 . . . The game ends when there is only one student left counting the numbers out loud. Targeted strategies: risk-taking, use of prior knowledge

C1.03 Cooperative Activities[21]

To facilitate oral interaction in English, the teacher can plan and model short, structured activities to initiate students to collaborating with peers. The suggested cooperative activities also allow students to practice using strategies.

After each cooperative activity, the teacher can give students feedback to help them persevere in using English at all times, congratulate them for participating actively and encourage them to collaborate with others. Students can

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[20] See Section E5, Glossary
[21] See Section E5, Glossary for definitions related to cooperative learning

be asked to reflect on (self-evaluation) their collaborative skills, and on their use of English, strategies and resources.

Card matchup: After having reviewed numbers with the class, each student is provided with a numbered card. Students walk around the class trying to find the classmate with the same number using the targeted functional language (e.g. *Do you have number ___?*). Once they find their partner, they ask each other a question that was modelled beforehand (e.g. *Hi, how are you?*), listen to their partner's answer and then return to their seats. After the activity, the teacher can randomly select a few students to share their partner's answer with the entire class and discuss effective strategy use (e.g. *risk-taking*). The targeted functional language can be written on the board or on posters to enable students to interact with their partner using English only. In the first sample schedule, this activity is used in three different ways to help students feel at ease working with others in English during collaborative tasks. Targeted strategies: accepting not being able to understand everything, resourcing, risk-taking, use of prior knowledge

> **Variation 1:** Using a different set of cards will keep the activity meaningful and challenging for students. A variation would be to use cards with numbers over 1000. Students can practise a variety of functional language (e.g. *How's it going? What's up? Not so bad. So-so. See you later alligator!*).

> **Variation 2:** New cards can be used to address theme-related vocabulary instead of numbers. For example, if the theme "school" is chosen, the word "desk" could be cut in two. The letters "de" would appear on the first card and the letters "sk" would be on a separate card. Students holding the two matching cards would have to find each other and conduct the modelled activity before going back to their seat (e.g. *continue with greetings, ask about breakfast, share after school activities*).

Cooperative clock: Using a handout of a clock, students set a meeting time with a different classmate of their choice for each hour on the clock. To do so, students walk around the class to set appointments with 12 different peers. Each appointment (student's name) is written on the clock. The teacher can invite two students to demonstrate the activity and to model the targeted functional language (e.g. *Are you available at one o'clock? Yes, I am. No, I'm not. Can you please spell your name?*). It is a quick way for students to pair up for future collaborative activities (e.g. *discussions, brainstorming, peer editing, homework correction*). Whenever an activity requires a partner, the teacher chooses a time and students look at their individual clock to see which of their twelve partners they will work with. The cooperative clock saves time when creating teams. Targeted strategy: attention

C1.04 Homework

In order to consolidate students' learning of what was taught in class during the first week, the teacher can ask students to review the targeted vocabulary and grammar capsule, complete a few pages of the activity book that address the targeted language conventions previously seen in class, continue to gather information linked to the LES of the week (e.g. *objects for their box to introduce themselves*), practise the weekly tongue twister and look for the answer to the riddle of the week. The teacher can also ask students to watch a TV show in English or read a book in English.

It is possible to personalize homework to meet students' individual needs. For example, advanced students may be given more complex or lengthier texts on the same topic. Reluctant readers can be given more time to read a storybook or be given the option to read an online audio book at home. Also, most students and their parents appreciate having an entire week to complete the homework since many students participate in extracurricular activities after school. The amount of homework may vary between schools and is at the teacher's discretion. Targeted strategies: attention, resourcing

C1.05 Reading Activities

In this sample schedule, students begin *To reinvest understanding of oral and written texts* (C2) from the first day. In addition to carrying out structured reading activities, students are given the opportunity to select texts to read for personal enjoyment. The teacher can provide students with feedback on their use of text components, strategies and resources. Students can also be invited to reflect on (self-evaluation) their use of these elements as well as set personal reading goals.

Choosing a book: On the first day of class, students are invited to borrow an English book from the classroom library, based on their interests and reading abilities. Students can be given tips on how to choose a book that is at their level. For example, students can be given time to read a page in the book. They should be able to understand most of the text on the selected page if not they may decide to choose another book.

Personal reading time: The goal of personal reading time is simply to read for pleasure, not to complete an activity or to be evaluated. In the beginning, students may only have the stamina to read for three to five minutes. Personal reading time can gradually increase, as students become more autonomous readers. Personal reading time takes place at the student's desk, in the reading corner, at the computer or at the listening station. This individual reading period can occasionally be carried out with a partner. Paired reading helps improve reading fluency, especially in weaker students. The teacher can use this time to read as well; take attendance; answer students' questions; collect fieldtrip coupons; read parents' messages; speak to students privately in order to congratulate them, encourage them or remind them of the expected behaviour. Students can keep a reading log in their portfolio to keep track of the books they read. Targeted strategies: accepting not being able to understand everything

Short texts: During the first week, the teacher may choose some short testimonials (e.g. *approximately 5 sentences*) from former Intensive ESL students in which they describe themselves (e.g. *name, age, nationality*), their reasons for learning English as well as the strategies they used to learn English. The teacher may ask the group a few questions orally to verify students' understanding and to make connections to the motivation poster and discussion that were carried out on the first day. The teacher may then ask students to set goals for themselves (e.g. *read the text more than once, look at the illustrations, read more English texts*). Targeted strategies: accepting not being able to understand everything, attention

Interactive reading: Interactive reading occurs when the teacher reads authentic texts aloud to students. Students and the teacher contribute to classroom discussions before, during and after reading a text together to collectively construct meaning and clarify understanding. The discussion allows the teacher to model the use of strategies and to draw students' attention to the contextual cues to facilitate comprehension of texts (e.g. *title, subtitles, illustrations, back cover, cultural cues*).

When the ESL teacher addresses the same themes and text types as the homeroom teacher, it allows students to make links between what was learned in English and in French, as well as to transfer knowledge from one language to the other. Targeted strategies: attention, risk-taking

C1.06 Tasks Related to the Weekly LES (Box to Introduce Yourself)

The following section provides an overview of the tasks related to a sample LES. This weekly LES allows students to develop the cross-curricular competency (CCC) *To cooperate with others* as well as the three ESL competencies. The main focus is Competency 1, *To interact orally in English*, since the final task requires that students use strategies and resources to discuss the contents of their boxes in teams. In this weekly LES, the targeted functional language and language conventions required to carry out the tasks are explicitly taught during a grammar capsule. This is followed by multiple practice opportunities to reuse this language in meaningful contexts (i.e. a song, a cooperative activity and vocabulary games) that are part of the weekly LES.

Throughout the weekly LES, the teacher can offer students feedback to support learning (e.g. *congratulate students who use English only during the task, encourage them to use the resources provided, remind them to*

speak English more often in the following task, review parts of the task that were misunderstood by students, direct students' attention to unfamiliar vocabulary by writing new words on the board). As well, students can be asked to reflect on (self-evaluation) their use of English, targeted strategies and resources provided.

Box to introduce yourself: During the first week, students are asked to fill a box/bag with objects that represent them. The teacher may present a few models, such as his/her own box, and explain his/her choices (e.g. *This is a tennis racket. This object represents me because I like to play tennis.*) Presenting the task requirements and the evaluation criteria[22] can help students carry out the task with greater ease (e.g. *number of objects to present, targeted functional language and language conventions required for the task*). Students are given a few days to select objects and plan what they will say using strategies, resources and targeted functional language.

The following week, students share the content of their box orally with their team rather than in front of the class to make the exchanges more authentic and less stressful. The teacher may also ask pairs of students to compare the contents of their boxes and note what they have in common. As a writing task, students could write a short text to explain the contents of their box. The boxes and the final copies of the texts can be exhibited for other teams to see. The texts can later be included in their portfolio.

The teacher can provide students with feedback and encouragement as they partake in exchanges. Students can be asked to reflect on (self-evaluation) their collaborative skills, and use of English, targeted strategies and resources provided. Targeted strategies: resourcing, risk-taking, use of prior knowledge

Song: During the first few weeks, it is suggested to start with songs that are not too fast, easy to understand and appropriate to students' age and interests. The targeted functional language and language conventions for the weekly LES can also be considered when selecting a song. Singing with peers enables students to practise pronunciation in a non-threatening manner because they are not singing alone in front of a group. Also, songs expose students to English-language cultural products.

For example, the song "Hello, Goodbye" from the Beatles is a possible choice because it addresses the same vocabulary as the cooperative activity **Card Matchup** (i.e. greetings). Before playing the song, the teacher may briefly present the band (e.g. *nationality/country of origin, members, birthdates, albums*). Students may use some ideas from the song to inspire their **Box to introduce yourself** task (e.g. *nationality, birthdate, favourite band/album*). After listening to the song, students can demonstrate their understanding by illustrating the actions in the song and the singer's emotions, or by performing a short skit to present the message of the song. Targeted strategies: accepting not being able to understand everything, attention

Grammar capsule: In this sample schedule, the targeted language conventions needed to complete the **Box to introduce yourself** task are presented to students. The verbs "to be" and "to have," personal pronouns and simple sentence structure (i.e. **S**ubject-**V**erb-**O**bject = S.V.O.) could be explicitly taught and applied through guided practice in order for students to use them correctly and autonomously in future tasks. Targeted strategies: attention, use of prior knowledge

For example, the cooperative activity **S.V.O.** allows students to practise using the targeted language conventions by manipulating coloured cards in order to create simple sentences. In teams, students receive a word list (e.g. *12 subjects, 12 verbs in the simple present, 12 objects*) and as many blank coloured cards as there are words on their list (e.g. *12 blue cards, 12 red cards, 12 green cards*). Together, teammates decide which words are subjects, verbs or objects in order to write them on the appropriate coloured cards (e.g. *the subjects are written on the blue cards, the verbs are written on the red cards, the objects are written on the green cards*). When all the words from the list have been transferred onto coloured cards, teammates validate their choices by making simple sentences (S.V.O) using the cards. These sentences are then posted in the classroom.

To ensure equal participation and accountability, each teammate is attributed a cooperative role. The first student, the reader, is the only teammate who has access to the word list and is responsible for reading the words aloud to his/her teammates. The second student, the writer, is given a pencil and the coloured cards. This student writes the words on the coloured cards. The third student, the facilitator, encourages teammates to share their opinions

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[22] See Section D, Evaluation

when it is their turn to talk. The last student, the reporter, posts the team's sentences on the classroom walls and reads them to the entire class. The four roles, as well as the targeted functional language, can be explained and modelled to students beforehand. Targeted strategies: asking for help or clarification, attention, resourcing, risk-taking, use of prior knowledge

Vocabulary building: To present or review the theme-related vocabulary (e.g. *school theme: classroom objects, school-related occupations, school subjects, places*), students participate in a spelling game in which they name letters to guess a mystery word and score points for their team. This activity allows students to practise the pronunciation of the letters of the alphabet and the targeted vocabulary in a fun way to focus students' attention and stimulate participation. When students refer to their picture dictionary and classroom posters to play this game, it can increase their motivation and the accuracy of their answers, as well as help them develop autonomous use of resources. Targeted strategies: resourcing, risk-taking, use of prior knowledge

C1.07 Pronunciation Activities

Pronunciation activities can help students use the target language more accurately when interacting orally. Such activities enable students to be better understood by various interlocutors. The teacher can offer students constructive feedback on their pronunciation (e.g. *direct students' attention to unfamiliar vocabulary by saying the new words out loud, encourage them to use the resources provided, review words that were mispronounced by students*). As well, students can be asked to reflect on (self-evaluation) and set learning goals to improve their pronunciation (e.g. *use the pronunciation feature from online English dictionaries, practise tongue twisters with a telephone pal*).

Weekly riddle and tongue twister: Exploring these two cultural products enriches students' second language learning.

Riddles involve inferring implicit ideas. The teacher provides students with explanations and clues to help them solve the weekly riddle. The riddle "Who can jump higher than the tallest mountain?" can be used during the first week because a link can be made between the answer (i.e. Everyone because a mountain can't jump!) and what it is like to be in the Intensive ESL class. That is, even if both seem impossible at first, considering the problem from a different perspective or from a new angle will help someone succeed.

Tongue twisters are a fun way to address pronunciation. The teacher can explain and practise saying them with students in class to model pronunciation. The tongue twister "Elizabeth's birthday is on the third Thursday of this month" could be used during the first week to practise the pronunciation of the "th" sound. Targeted strategies: resourcing, risk-taking

C1.08 Workstations

In this sample schedule for the first week, there are no suggested workstations. However, the next schedule, "A Typical Week," provides a definition as well as some examples.

C1.09 Activities Linked to the School's Educational Project

Although it would be possible to include some activities, none are specifically linked to an educational project in this sample schedule for the first week. However, the next schedule, "A Typical Week," does provide such links (i.e. science and technology, openness to the world, respect for diversity).

C1.10 Targeted Strategies

From the very first week, compensatory and learning strategies are explicitly taught and modelled, in context. Then, through guided practice, students have multiple opportunities to use the targeted strategies with support and can also learn by observing their peers' use of strategies. The teacher can offer students feedback as well as provide them with opportunities to reflect on (self-evaluation) their strategy use and to set goals so that they become more autonomous in future tasks. The targeted strategies in the sample schedule for the first week are provided as suggestions. Teachers can choose to focus on other strategies depending on their students' needs.

The first column of the following chart presents the targeted strategies in the sample schedule for the first week. The second column identifies the activities in which students are expected to use the strategies. The third column presents some means that the teacher can use to explicitly teach and model the targeted strategies.

Sample Schedule: The First Week		
Targeted Strategies	**Activities**	**Means Used**
✓ Accepting not being able to understand everything	• I'm going on a trip… • Short texts • Card matchup • Personal reading time • Song	Providing visual support (e.g. *using strategy posters*, *writing targeted functional language on the board or on students' sheets*) Teaching targeted strategies explicitly, in context (e.g. *using a T-Chart to set clear expectations before students carry out a task, showing strategy component posters, using a think-aloud to verbalize your thought process when modeling strategy use*) Providing students with guided practice of targeted strategies Offering constructive feedback to support/guide students on their use of targeted strategies during and after each activity. Having students reflect on their strategy use (e.g. *using a checklist, having class discussions on students' strategy use, using a T-chart showing what the teacher expects to see and hear from students when they interact orally*)
✓ Asking for help or clarification	• Motivation poster • Board games • Responsibilities • S.V.O.	
✓ Attention	• Setting up the environment • Grammar capsule • Personal artwork • Short texts • Responsibilities • Interactive reading • I'm going on a trip… • Song • S.V.O. • Cooperative clock • Homework	
✓ Resourcing	• Personal file • Birthday lineup • Collective artwork • Birthday card • Board games • Homework • Card matchup • Box to introduce yourself • S.V.O. • Vocabulary building • Weekly riddle and tongue twister	
✓ Risk-taking	• Importance of English • S.V.O. • Classroom rules • The rainbow • Personal artwork • Interactive reading • Collective artwork • Box to introduce yourself • I'm going on a trip… • Outdoor games • This summer did you… • Card matchup • Weekly riddle and tongue twister • Vocabulary building	
✓ Self-evaluation	• After each activity • At the end of the day	
✓ Use of prior knowledge	• Importance of English • Birthday card • I'm going on a trip… • Board games • Outdoor games • Card matchup • The rainbow • Box to introduce yourself • Grammar capsule • Vocabulary building • S.V.O.	

N.B. As students become familiar using these seven strategies, the teacher can gradually introduce other strategies such as cooperation, practice, delay speaking, skimming, predicting and scanning.

C2.　SAMPLE SCHEDULE: A TYPICAL WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
1st period 8:53 am to 9:48 am	Personal reading time Weekend chat Newspaper article Feedback C1, C2	Icebreaker Personal reading time Newspaper article Explicit grammar teaching and guided practice Feedback C1, C2	Icebreaker Personal reading time Newspaper article Strategies Feedback Song Feedback C1, C2	Icebreaker Personal reading time Newspaper article Strategies Feedback Student council C1, C2	Icebreaker Personal reading time Weekly riddle and tongue twister Homework correction Feedback C1, C2
2nd period 9:53 am to 10:48 am	Presentation of the weekly LES Presentation of workstations C1, C2	Autonomous grammar use Feedback Planning of final product C1, C2		Improvisation Feedback Self-evaluation C1, C2	Debate Feedback Self-evaluation C1, C2 (C3 optional)
Recess					
3rd period 11:08 am to 12:03 pm	Presentation of the weekly LES (continued) Feedback C1, C2		Short video Selection and organization of knowledge from texts Feedback C2	Reading circle Feedback Self-evaluation C1, C2	Explanation of next week's homework C2
Lunch					
4th period 1:23 pm to 2:38 pm	Personal reading time Interactive reading Strategies C1, C2	Personal reading time Workstations Strategies Feedback Self-evaluation C1, C2	Personal reading time Workstations Strategies Feedback Self-evaluation C1, C2	Personal reading time Activities related to the school's educational project Feedback C1, C2, C3	
Recess					
5th period 2:53 pm to 3:53 pm	Workstations Strategies Feedback Self-evaluation C1, C2	Oral activity Feedback Self-evaluation C1		Personalization of knowledge from texts Peer feedback C1	Oral activity Feedback Self-evaluation C1

N.B. The shaded boxes are reserved for specific subjects, taught in French, such as physical education and health, visual arts, music or drama. The choice and the amount of time allotted to these subjects may differ from one school to another.

C2.01 Fostering a Community of Learners

Weekend chat: For the classroom to become an interactive and welcoming learning environment, after a weekend or a holiday, the teacher can take some time (e.g. *ten to fifteen minutes*) to ask students about their life experiences and hobbies. This conversation provides an opportunity for students to connect with their teacher and with their peers. It can make a difference for students who need to develop a bond with the teacher in order to engage in schoolwork. As time goes by and students become increasingly fluent, more time can be devoted to the weekend chat and other spontaneous exchanges. To make the discussion more challenging, students can be asked to use specific words in their discussions or avoid repeating the same verb twice.

Icebreaker: In the morning, as students enter the classroom, the teacher can take time to greet and speak with students individually. Icebreakers can motivate students by starting the day on a positive note and making the classroom climate more pleasant. On some days, a humorous photo, a cartoon, a joke, a quote or a song can be presented as a trigger for discussion about special school events, current events or personal accomplishments. These spontaneous conversations capture students' attention, encourage active participation and allow students to discover a variety of English-language cultural products.

Student council: During student council meetings, students are encouraged to express opinions, negotiate with others, respect others' viewpoints and take part in problem-solving exchanges about school-related issues. A variety of topics may be addressed such as organizing activity booths for an end-of-year fair, dealing with schoolyard conflicts, reminding students of class rules and highlighting students' successes. This type of spontaneous discussion stimulates students' social and personal growth in addition to developing their oral interaction competency.

C2.02 Oral Activities

During oral activities, students further develop their fluency and accuracy by speaking English only. For example, teams of students can create and play a question game, inspired by a TV quiz show, in order to practise using the functional language and language conventions that were targeted during the weekly LES and workstations.

An entire period is generally allotted to an oral activity enabling students to activate their prior knowledge on the topic, understand the task requirements, and observe models of the targeted functional language and language conventions. Students learn to use targeted strategies and the resources provided to interact only in English.

After the activity, the teacher can offer students feedback to support learning (e.g. *congratulate students who used English only during the activity, encourage others to use English more often in the following activity, review parts of the activity that were misunderstood, direct students' attention to unfamiliar vocabulary by writing new words on the board*). As well, students can be asked to reflect on (self-evaluation) their use of English, targeted strategies and resources provided. Students may also be invited to set personal goals for speaking English.

C2.03 Cooperative Activities[23]

In this sample schedule of a typical week, cooperative activities are part of the other sections (e.g. *Oral Activities, Reading Activities, Tasks Related to the Weekly LES, Workstations*). For example, students can collaborate in creating a TV quiz show, complete their reading circle role to take part in a reading circle discussion, plan and perform an improvisation or complete a problem-solving task at a workstation, using cooperative roles and structures.

The teacher can provide students with feedback and encouragement to help them persevere in using English at all times. The teacher can also congratulate students for participating actively as well as for collaborating with

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[23] See Section E5, Glossary for definitions related to cooperative learning

others. Students may be asked to reflect on their collaborative skills, use of English, targeted strategies and resources provided. Students may also be invited to set personal goals for cooperating with others.

C2.04 Homework

Homework correction: Homework can be corrected individually or in collaboration with peers, in an effort to raise students' attention and interest as well as to help them make changes to improve their work. For instance, students may compare answers with a partner, refer to the correction key projected on screen or discuss difficulties they experienced while completing their homework with the entire group. Feedback can be given to the entire group for common errors, whereas individual feedback can be given in private if it concerns a single student.

Explanation of next week's homework: The teacher takes the necessary time to explain the homework and answer students' questions. In order to consolidate students' learning of what was taught in class during the week, the teacher can ask students to watch a weather report that uses the previously-learned functional language, review the grammar capsule required to complete the weekly LES, complete a few pages of the activity book in which students reuse the language conventions from the LES, practise the weekly tongue twister during a phone conversation with a classmate.

Homework can also prepare students for an upcoming activity (e.g. *students may read a few chapters from a chosen novel in order to discuss the chapters in class during the reading circle, gather information to complete an LES*). It is possible to personalize homework to meet students' individual needs. For example, advanced students may be given more complex or lengthier texts on the same topic. Reluctant readers can be given more time to read a storybook or be given the option to read and listen to an online audio book at home.

Since many students have extracurricular activities after school, both students and their parents appreciate having a week to complete the homework. The amount of homework may vary between schools and is at the teacher's discretion.

C2.05 Reading Activities[24]

The following reading activities focus on constructing meaning and demonstrating understanding of texts. However, in order to fully develop Competency 2, students must carry out meaningful/authentic reinvestment tasks. Section C2.06 of this Teacher's Guide offers an example of an LES that fully develops Competency 2.[25]

Personal reading time: The goal is to read for pleasure, not to complete an activity or to be evaluated. Reading may be done at the student's desk, in the reading corner, at the computer or at the listening station. This individual, 15-minute reading period can occasionally be carried out with a partner (i.e. reading and listening to someone else read out loud). The teacher can use this time to read as well; take attendance; answer students' questions; collect fieldtrip coupons; read parents' messages; speak to students privately in order to congratulate them, encourage them or remind them of the expected behaviour.

Newspaper article: A newspaper or children's magazine article is an authentic text that can be used, individually or with others, to work on text components, functional language, reading strategies, cross-curricular competencies and broad areas of learning. Often enough, links can be made to other subjects (e.g. *Français, langue d'enseignement, ethics and religious culture, science and technology, social sciences, the arts*) thus allowing students to explore themes with a broader scope, review knowledge and consolidate what was previously learned. Students can also discuss a text before reading to activate prior knowledge and after reading to further their understanding with others. The teacher can provide students with feedback on their comprehension of the

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[24] See Section E3, Exploring Texts
[25] For more information on Competency 2, *To reinvest understanding of oral and written texts*, refer to the *Competency 2 FAQ+* document available on eslinsight.ca and the web event *Making C2 Work in the ESL Classroom!* available on http://blogdev.learnquebec.ca/eslcommunity/archive-making-c2-work-in-the-intensive-esl-classroom

article, their use of targeted strategies (e.g. *skimming, scanning*) and resources provided, as well as peer collaboration. The teacher can also ask students to reflect on (self-evaluation) their understanding of text components and to set personal reading goals for reading.

Interactive reading: Interactive reading occurs when the teacher reads authentic texts aloud to students. Students and the teacher contribute to classroom discussions before, during and after reading a text together to collectively construct meaning of the story and clarify understanding. The discussion allows the teacher to model the use of strategies and to draw students' attention to the contextual cues to facilitate comprehension of texts (e.g. *title, subtitles, illustrations, back cover, cultural cues*).

Reading circle: Students are generally grouped in teams of four according to reading levels (i.e. homogeneous teams) in order to read and discuss a novel over approximately one month. Each team can choose a book that corresponds to their level of proficiency and common interests. In order to fuel the discussion, each teammate is assigned a role (e.g. *discussion director, word wizard, artful artist, connector, summarizer, passage picker*)[26] and must complete a specific task prior to the weekly reading circle meeting. Each role can be explicitly taught and modelled in context so that students understand their specific role and responsibilities beforehand, especially if it is the first time that students participate in a reading circle. Reading circles enable students to construct the meaning of texts with others in order to confirm and enrich their understanding. Teams can also make an audio recording of one of their discussions in order to receive feedback from the teacher.

After the reading circle, the teacher can provide students with feedback on their participation during the discussion, on how they carried out their reading role, on their use of strategies (e.g. *skimming, scanning, cooperation*) and resources. The teacher can ask teams to share highlights from their reading circle discussion so that students may learn from their peers (e.g. *new words, illustrations of a key scene, personal connections to the text).* The teacher can also ask students to reflect on (self-evaluation) their use of English during the reading circle and to set personal reading goals.

C2.06 Tasks Related to the Weekly LES

The following chart provides an overview of the tasks related to a sample LES. This weekly LES allows students to develop the cross-curricular competencies (CCCs) *To use information* and *To exercise critical judgment* as well as the three ESL competencies as they explore the theme of robots. The main focus is Competency 2, *To reinvest understanding of oral and written texts* since the final task requires that students use knowledge from texts in order to prepare a debate on the future of robots.

Students collaborate with peers at different workstations to construct the meaning of texts provided for the LES using strategies (e.g. *cooperation, practice*) and resources with increasing autonomy. The targeted functional language and language conventions required to carry out the tasks are explicitly taught during a short grammar capsule followed by guided practice and autonomous use. Students then reuse the targeted functional language and language conventions, in context, through songs, improvisations, vocabulary games and short videos to be reinvested in the debate.

Weekly LES: The Future of Robots		
Monday **Presentation of the LES** (2 periods)	Activation of prior knowledge	Posters, images, short videos and realia can be used to contextualize the theme of the weekly LES. A classroom discussion can help activate students' prior knowledge on the topic (e.g. *robots*).
	Presentation of pedagogical intention and	Students tend to be more motivated when a task is meaningful/authentic, has a clear purpose and an intended audience. In this sample schedule, the task is connected to a real-world issue or BAL (i.e. *Environmental*

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[26] See Section E5, Glossary

| | guiding question | *Awareness and Consumer Rights and Responsibilities*).

A specific guiding question that connects all the tasks leading up to the final task can help students focus (e.g. *What role will robots have in the future?*). |
| --- | --- | --- |
| | Explanation of final task requirements and evaluation criteria | The weekly LES allows students to explore a topic in greater depth and develop theme-related functional language and targeted language conventions (e.g. *Students will learn about the impact that robots have on society in order to reinvest their understanding of texts (C2) by taking part in a debate about the future of robots.*)

When students have a clear understanding of the task requirements and the evaluation criteria from the very start, they are better able to plan their final product and develop more confidence in their ability to succeed. The final task can be presented in a step-by-step manner, using a checklist and models, to help students understand and fulfill the task requirements. The evaluation grid can also be described to students for them to be fully aware of the elements they will be observed on. |
| | Workstations (See Section C2.08) | On Monday morning, the teacher briefly presents the various workstations to students.

On Monday afternoon, students listen to, read and view a variety of authentic texts (e.g. *articles, movie trailers, videos, advertisements*) related to the theme of the weekly LES (robots) at various workstations (e.g. *compare, classify and analyse information*). Students construct meaning of texts, both individually and with peers. They gather traces of their understanding in order to be able to reinvest relevant knowledge from texts in their final product (e.g. *Students write down ideas for the debate on the future of robots.*) |
| | Practice of theme-related vocabulary | The functional language required for the final task of the LES is presented in context using a collaborative activity (e.g. *using a picture dictionary to play a vocabulary game with the entire class or in small groups, playing a memory game using words and images that are linked to the theme of the LES*).

New words can be written on the board to increase students' exposure to the target language and for future reference. The teacher can also provide students with feedback on the pronunciation of difficult or unfamiliar words. |
| | Note-taking on relevant information from texts | As they carry out the tasks at the various workstations, students individually gather traces of their knowledge in a logbook (e.g. *definition of the word robot, tasks that robots can carry out, jobs that use robots, books and movies about robots*) or in a graphic organizer (e.g. *semantic map, KWL chart, word web*). This will help them select information and organize ideas for the final task (e.g. *arguments for the debate on the future of robots*). Afterwards, students may compare and discuss their notes with a partner in order to add new ideas to their logbook or graphic organizer. |

| **Tuesday**

Language conventions (2 periods)	Explicit teaching of targeted grammar (grammar capsule)	In this sample schedule, the language conventions required for the final task are presented and taught explicitly in context (e.g. *learning about the simple future to be able to use the verb tense correctly while participating in a debate about the future of robots*). Students can underline important items in their activity book or use a copybook to take notes on the key elements of a targeted language convention. Both resources can be consulted throughout the LES, as needed.

	Guided practice of targeted grammar	Some collaborative activities with peers (pairs or whole class) can be used to practise the targeted language conventions that were explicitly taught beforehand (e.g. *Students discuss their after school activities using the simple future.*) Students might still need teacher support and feedback during guided practice activities.
	Autonomous use of targeted grammar required for the final product	Students refer to their notes in order to use the targeted language conventions in context (e.g. *Using the Subject-Verb-Object model, students write simple sentences in the simple future in preparation for the debate.*) Students might require teacher support and feedback while planning their final product.
	Workstations (See Section C2.08)	Students listen to, read and view a variety of authentic texts (e.g. *articles, movie trailers, videos, advertisements*) related to the theme of the weekly LES (robots) at various workstations (e.g. *compare, classify and analyse information*). Students construct meaning of texts, both individually and with peers. They gather traces of their understanding in order to be able to reinvest relevant knowledge from texts in their final product (e.g. *Students continue to write ideas for the debate on the future of robots.*)

Wednesday **Authentic texts[27]** (2 periods)	Song	Songs allow students to review the targeted functional language and/or language conventions required to carry out the final task and to practise pronunciation (i.e. sounds), intonation (i.e. stress patterns), rhythm and pace of the language. It is also a way to present students with English-language cultural products (e.g. *Students compare two versions of the song "Que Sera Sera" to review the simple future tense).* The teacher can model and provide students with feedback on pronunciation and intonation of the lyrics.
	Short video	A short theme-related video is a way to expose students to a variety of English speakers and to introduce them to different rhythms and accents in an authentic context (e.g. *a video on the use of robots in the workplace*). The short video can be viewed multiple times to help students develop a better understanding of the content. The activity related to the video can be scaffolded (i.e. presented step-by-step) to help students focus on one element at a time (i.e. one task per viewing). Students might require teacher support and feedback.
	Selection and organization of knowledge from texts	Students plan their final product by referring to the texts provided, setting down ideas, consulting their notes and using reference tools. They are expected to use relevant information, ideas and language from the texts to validate their point of view (e.g. *Students choose knowledge from texts to support their arguments for the debate on robots and organize their ideas in a graphic organizer.*)
	Workstations (See Section C2.08)	Students listen to, read and view a variety of authentic texts (e.g. *articles, movie previews, videos, advertisements*) related to the theme of the weekly LES (robots*)* at various workstations (e.g. *compare, classify and analyse information*). Students construct meaning of texts, both individually and with peers. They gather traces of their understanding in order to be able to reinvest relevant knowledge from texts in their final product (e.g. *Students*

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[27] See Section E3, Exploring Texts

		continue to write ideas for the debate on the future of robots.)

Thursday **Applying the knowledge** (2 periods)	Improvisation	Performing improvisations allows students to interact orally with peers in both spontaneous situations (i.e. when planning the improvisation) and structured contexts (i.e. taking the theme, targeted functional language and language conventions into account). Improvising allows students to apply what they have learned throughout the LES in a new context (e.g. *Students pretend to visit a fortune teller to learn about their future: You will become a dentist. You will have four children. You will visit Japan and move there.)* This activity allows the teacher to observe students and gather traces of their learning. Teachers can provide the entire class with verbal feedback on common errors and personalized feedback in writing to individual students. Students can also be invited to reflect on their use of English.
	Personalization of knowledge from texts and peer feedback	Students are reminded to personalize knowledge previously selected from texts in light of the purpose and audience. They should be encouraged to take time to make improvements to the final product using resources (e.g. *reviewing their arguments, adding new information from texts to support points of view, making connections with personal experiences, varying the adjectives and the verbs*). Prior to the debate, the teacher can give students time to practise arguments orally with peers. Students can then give and receive feedback on pronunciation, clarity and accuracy of the message.

Friday **Final product** (1 period)	Final task	As a final task, students partake in a debate in which they share their arguments with the entire class. This activity allows the teacher to observe students and gather traces of their learning in regards to Competency 2.[28] The teacher can provide the entire class with verbal feedback on common errors and personalized feedback in writing to individual students. Students can be asked to self-evaluate their work using a grid, which can be included in their portfolio. **Optional task:** The teacher could ask students to write a text (C3) to express their opinions about the future of robots, using the writing process[29]. This optional task would require additional time the following week.

C2.07 Pronunciation Activities

Pronunciation activities can help students use language more accurately when interacting orally. Such activities enable students to be better understood by various interlocutors. The teacher can offer students constructive feedback on their pronunciation (e.g. *direct students' attention to unfamiliar vocabulary by saying the new words out loud, encourage them to use the resources provided, review words that were mispronounced by students*). As well, students can be asked to reflect (self-evaluation) and set learning goals on their pronunciation (e.g. *use the pronunciation feature from online English dictionaries, practise tongue twisters with a telephone pal, watch English television shows*).

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[28] See section D, Evaluation and refer to the Competency 2 FAQ+ document available on eslinsight.ca
[29] See Section E4, Writing Process

Weekly riddle and tongue twister: Exploring these two cultural products enriches students' second language learning.

Riddles involve understanding implicit ideas by making inferences. The teacher provides students with explanations and clues to help them solve the riddle. Here are two examples:
- "I am ahead of you but you cannot see me. Yet, you may see me later. What am I?"
  Answer: The future (because you cannot see me at first, but you will see me eventually).
- "I am a teacher, yet I am not a human nor a robot. What am I?"
  Answer: A book.

Tongue twisters are a fun way to practise pronunciation. The teacher can explain and practise them with students in class to model pronunciation. The following tongue twister can be introduced to students to practise the "th" sound: "The third robot's code number is three thousand thirty-three."

C2.08 Workstations

Workstations refer to a series of activities that are carried out simultaneously. Students work together at a table on a specific task for a set amount of time and then continue rotating among the various stations. Students are asked to work autonomously in heterogeneous teams, while the teacher supervises and supports students, as needed. In this sample schedule, three days are devoted to workstations. Teams of students are expected to complete six 25-minute workstations over the course of three days (i.e two stations per day).

Before setting up the workstations, students are taught how to work at the different workstations (e.g. *where to find the instructions and materials, how to use the equipment, what to do when they are finished*). They can be taught different collaborative skills (e.g. *working quietly, turn-taking, sharing resources*) and practise them via short cooperative activities (see Sample Schedule: The First Week). The latter prepare students to work autonomously with teammates at the workstations. In addition, students may be asked to reflect on (self-evaluation) their use of English, targeted strategies and resources provided, as well as their collaboration with peers. Students can also be asked to set personal learning goals in order to improve their collaborative skills.

The activities in the workstations target mostly *To reinvest understanding of oral and written texts* (C2), but also require students *To interact orally in English* (C1) in order to complete them. They can also discuss a text before reading to activate prior knowledge of a topic and after reading to further their understanding of the text with others. A station can also be used *To write texts* (C3).

Workstations help develop students' cognitive skills[30] (i.e. reasoning, social, personal and organizational) through peer collaboration and complex activities (e.g. *watching a short tutorial video on how to assemble a saxophone in order to sequence a series of written steps in chronological order, repairing a bicycle inner tube using instructions, reading about different occupations to identify the advantages and disadvantages of each in order to recommend the most suitable career for a character in a story, selecting information from various texts to prepare arguments for an upcoming debate*). It is up to the teacher to decide how many periods will be allocated to workstations, depending on the students' proficiency level, the complexity of the task and the time needed to complete the various workstation activities.

C2.09 Activities Linked to the School's Educational Project

In this sample schedule, science and technology (i.e. science project) as well as openness to the world and respect for diversity (i.e. pen pals) are part of the school's educational project.

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[30] See Section A6, Students' Cognitive Development

Science project: The integration of tasks related to science and technology in the ESL classroom targets students' cognitive development and enables them to use English in a wider context that is motivating for them. Various educational websites present science activities and experiments that can be used to review knowledge that was taught in different contexts with the homeroom teacher, all year long. Similar links can be made with all school subjects to facilitate students' success.

Pen pals: Writing to an Anglophone student of the same age who lives in a different country, province or neighbourhood is a meaningful task that enables students to partake in authentic exchanges, allowing them to compare their similarities and differences (e.g. *celebrations, lifestyle, interests*). Having a pen pal enables students to practise using English in a context that goes beyond the classroom walls. Students can write to their pen pals using a combination of traditional letters, postcards, emails and video chats.

For example, half of the class writes letters to their pen pals about *The Future of Robots* LES. Meanwhile, the other half of the class can design robots at a science station using computer software for building and programming robots. The following week, students switch tasks.

> **PÉLIQ-AN** is a ministerial program that supports language exchange projects between groups of students from Québec's English and French schools.
> blogdev.learnquebec.ca/peliqan/

C2.10 Targeted Strategies: Skimming and Scanning

Students continue to develop their repertoire of compensatory and learning strategies. In this sample schedule, the targeted strategies are skimming and scanning since students will be required to read a variety of texts on the weekly theme. These strategies are explicitly taught and modelled, in context. Through guided practice, students use the targeted strategies with support and can also learn by observing their peers' use of strategies. The teacher can offer students feedback as well as provide them with opportunities to reflect on their strategy use and set goals so that they can become more autonomous in future tasks.

In this sample schedule, the two strategies are explicitly taught on Monday. Students are taught to glance through a text to get an overview of the information (skimming) and discuss their observations with the rest of the group. Then, students are asked to underline important facts in the text (scanning), working individually. Afterwards, they compare their answers with a partner. Students can practise using the targeted strategies when performing other tasks during the week (e.g. *workstations, newspaper article*).

D. EVALUATION

The following section presents some of the elements to keep in mind when evaluating the three ESL competencies of students in Intensive ESL:
- Competency 1, *To interact orally in English* (45%)
- Competency 2, *To reinvest understanding of oral and written texts* (35%)
- Competency 3, *To write texts* (20%)

D1. EVALUATION CRITERIA AND ROLE OF KNOWLEDGE

Evaluation in the Intensive ESL classroom rests on the same principles as in a regular ESL classroom. Teachers must evaluate the three ESL competencies presented in the Programme de formation de l'école Québécoise (PFEQ), and the evaluation criteria to be used are the same for students in Intensive as in regular ESL. Teachers must refer to the Framework for the Evaluation of Learning. It is important to remember that elements that have a star (∗) are used to support learning but are not evaluated for marks in the report card. Nevertheless, it is essential to provide students with feedback on all of the elements, whether they are starred or not, for learning to occur.

Of course, knowledge plays a role in the development of the ESL competencies. An evaluation criterion called "Proficiency of subject-specific knowledge targeted in the Progression of Learning" is included in the Framework for the Evaluation of Learning. However, when evaluating for the report card, it is necessary to give priority to the other unstarred criteria, which target "knowledge in action." In the report card, one has to report on competency development, not merely on acquired knowledge.

D2. SELECTING TASKS AND SETTING REQUIREMENTS

A frequent question from teachers is whether or not students in Intensive ESL should be evaluated according to the same expectations as students in regular ESL. To answer this question, it is important to remember that there is currently no program specifically made for Elementary Cycle Three Intensive ESL. Rather, there is one Elementary Cycle Three ESL program, which can be taught in a regular or an intensive mode. It is also important to understand the role evaluation plays. Is the teacher evaluating to report on competency development in the report card or to support learning? Both elements have a direct impact on the answer to the question.

When evaluating to report on competency development in the report card, teachers must evaluate the three ESL competencies of students in Intensive ESL according to the existing program. Indeed, the marks in the report card must reflect how the student is doing in light of the official Elementary Cycle Three ESL program. However, the outcomes for each competency presented in the program do allow for some leeway in selecting tasks and setting task requirements—a window of some sort. For students in regular ESL, the teacher may set the requirements at the lower end of the range, while he or she may aim for the higher range for Intensive ESL students. For example, the Cycle Three end-of-cycle outcomes for Competency 3 mention that students "write a variety of well-structured texts to fulfill meaningful goals." A teacher could therefore, require students in Intensive ESL to write a text form that is perhaps slightly more challenging than the one regular students are expected to write, or he or she could target different language conventions for the same task.

Suggestions for teachers when evaluating for the report card:
1. Examine the program outcomes for each of the three ESL competencies.
2. Determine the requirements and the expected level of performance for each task within a reasonable range.
3. Adapt or create an evaluation tool (e.g. *rubric, checklist*) that will allow you to determine the degree to which each student meets the requirements.

When evaluating to support learning, teachers have more leeway as the goal is to provide students with feedback to help them progress.

D3.   EVALUATION TOOLS

The evaluation tools to use depend on the competency or competencies the teacher wishes to evaluate and the purpose of evaluation: to report on competency development or to support learning.

As teachers see Intensive ESL students for extended periods of time, it is recommended to use evaluation to support student learning as much as possible. Observation checklists and anecdotal records are especially suited to this type of evaluation, but any tool that allows students to know *what* they need to improve and *how* they can do it will be helpful.

A variety of tools may also be used to evaluate for report card purposes, for example rubrics and observation grids. The Ministère has published tools for Elementary 6: task-specific tools as part of LESs or ESs[31] and generic tools to evaluate Competency 2, *To reinvest understanding of oral and written texts*.[32]

> 📖 **Research Capsule**
>
> "Research experiments have established that, while students learning can be advanced by feedback through comments, the giving of numerical scores or grades has a negative effect, in that students ignore comments when marks are also given." (Black, 2004, p. 9)

D4.   SPECIAL NEEDS STUDENTS AND EVALUATION

Just as for students in regular ESL, teachers have to consider the special needs of Intensive ESL students when comes evaluation.

When evaluating for the report card, it is important that all students be evaluated according to the same standards, except for students who are allowed **modifications** (as opposed to **adaptation**) under an intervention plan. Several documents have been published on the topic, but the following may be particularly helpful to Elementary Cycle Three teachers:

English version

Ministère de l'Éducation, du Loisir et du Sport, *Information Document: Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students*, 2014, www.education.gouv.qc.ca/fileadmin/site_web/ documents/dpse/adaptation_serv_compl/Precisions_flexibilite_pedagogique_en.pdf

French version

Ministère de l'Éducation, du Loisir et du Sport, *Document d'information : Précisions sur la flexibilité pédagogique, les mesures d'adaptation et les modifications pour les élèves ayant des besoins particuliers*, 2014, www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/ adaptation_serv_compl/Precisions_flexibilite_pedagogique.pdf.

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[31] *How Can We Shrink That Footprint?* in secure site of Direction de l'évaluation des apprentissages, under the "Prototypes d'épreuves" tab.
[32] In secure site of Direction de l'évaluation des apprentissages, under the "Grilles de correction et grilles d'évaluation" tab.
N.B. The www.educationevaluation.qc.ca website provides documents related to evaluation—namely examinations—and is therefore password protected. See your education consultant, principal or *directrice or directeur des services pédagogiques* to obtain these documents.

D5. FAQS ABOUT EVALUATING INTENSIVE ESL STUDENTS

1. **How many words can a teacher expect an Intensive ESL student to write?**
   The number of words a student may or should write depends highly on the task at hand. For example, in a study conducted by the Ministère in 2015 and in 2016, Intensive ESL students wrote 153 words on average in a task that required them to reinvest their understanding of texts by writing a proposal to the school principal.

2. **Can I evaluate oral presentations for Competency 1?**
   No. Oral presentations cannot be used to provide a mark for C1, *To interact orally in English,* because they do not provide a two-way exchange. Oral presentations are one-way deliveries. Solid C1 tasks are recognized when…
   - they are meaningful/authentic (linked to real-life situations)
   - they have a clear purpose (e.g. *to inform, to express, to entertain*)
   - interlocutors are involved (at least one other person partakes in the exchange)
   - there is a two-way exchange (initiate ⟺ react ⟺ maintain ⟺ end)

3. **Can I evaluate teamwork for Competency 2 or Competency 3?**
   No. Teamwork cannot be used when evaluating Competencies 2 and 3 unless the teacher can determine exactly which part of the task each student has completed. When evaluating for the report card, it is imperative to report on each student's competency development and this is impossible to do if, for example, a text written by the team is handed in. On the other hand, if each student writes a chapter in a story and individually hands in his or her chapter, it is possible to evaluate each text and allot each student a mark. Therefore, each student must deliver a final product individually.

E. APPENDIX

E1.   DEVELOPING THE THREE ESL COMPETENCIES

Competency 1: To interact orally in English

1. Participating in structured two-way exchanges (e.g. *having paired or small team discussions to find solutions to a problem, interviewing peers on their favourite hobbies, exchanging information on an upcoming event*)
2. Using language spontaneously (e.g. *participating in everyday classroom routines, discussing current events, sharing ideas during a student council meeting, talking to English-speaking guest speakers*)
3. Reusing functional language in various meaningful/authentic contexts (e.g. *discussing a text, participating in improvisations, brainstorming with a partner, playing Twenty Questions, talking about a cultural event*)
4. Practising pronunciation and intonation with a partner (e.g. *songs, tongue twisters, choral reading, Reader's Theatre, online linguistic resources*)
5. Using resources of functional language (e.g. *illustrated dictionaries, student-made classroom posters, useful expressions and vocabulary written on the board*)
6. Participating in enriching educational activities (e.g. *English Club, class newspaper, field trips, plays*)

Competency 2: To reinvest understanding of oral and written texts

7. Discussing a theme prior to listening to, reading or viewing a text in order to facilitate comprehension (e.g. *inviting students to share their prior knowledge, make predictions with the entire group, brainstorm ideas with team members; presenting key vocabulary and reading intention; teaching targeted strategies*)
8. Exploring a variety of authentic texts through various media (e.g. *reading a novel, listening to the daily weather report, watching movie trailers, consulting brochures or recipes, providing online audio texts to students with special needs, offering more complex texts to advanced students*)
9. Constructing understanding of text individually and with others (e.g. *reading a text multiple times, reminding students to use targeted strategies, inviting students to ask questions about the texts, discussing key elements of texts*)
10. Demonstrating understanding of texts (e.g. *completing a semantic map with the key elements of a fable, expressing an opinion based on information found in a newspaper article, comparing two authors' points of view using a Venn diagram, retelling a story using a storyboard*)
11. Carrying out a meaningful/authentic reinvestment task (e.g. *writing an alternate ending to a short story, creating a comic strip based on a poem, presenting a country at a travel fair using information found on different websites, creating a board game using ideas drawn from texts, selecting information from various texts to take part in a debate*)

Competency 3: To write texts

12. Discussing a theme prior to writing a text (e.g. *inviting students to share their prior knowledge; discussing the purpose, audience and targeted strategies; brainstorming ideas with peers; taking notes*)
13. Referring to model texts prior to writing their own version (e.g. *teacher models, open-ended models, previous students' work*)
14. Using a writing process[33] to create various text types (e.g. *short stories, greeting cards, letters, invitations*)
15. Producing different media texts (e.g. *scripts, videos, blogs, brochures, multimedia presentations, posters, photo stories, podcasts, storyboards*)
16. Building a writing portfolio (e.g. *a showcase portfolio to present best work, a learning portfolio to track progress including self-evaluation sheets on the use of the writing process and peer feedback comments about the written texts*)

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[33] See Section E4, Writing Process

E2. ESL CLASSROOM CONTEXT

The Intensive ESL classroom is a stimulating learning environment where students experience the language in a culturally rich and linguistically diverse context that offers access to authentic resources. This dynamic environment enables students to develop their communicative competence and helps them to increase their motivation and develop a positive attitude towards the second language as they become familiar with various English-language cultural products.

Learning Environment

- Various work areas (e.g. *listening station, classroom library, reading corner, computer station, science corner*)
- Display areas and storage spaces (e.g. *bulletin boards, boards, shelves, posted student work*)
- Flexible groupings (e.g. *pair or teamwork, common interest or proficiency level groups, homogeneous or heterogeneous groups*)

Material Resources

- Authentic English-language cultural products (e.g. *a variety of books for different reading levels/interests, reference books, children's science magazines, postcards, short videos, songs, websites, online interactive books*)
- Reference tools (e.g. *posters of useful expressions and strategies, picture dictionaries, thesauruses, English and bilingual dictionaries, grammar references*)
- Games (e.g. *board games, mobile language games downloaded from apps, memory games*)
- Student contributions (e.g. *student recommendations of books/films/websites, student-made posters*)
- Charts with step-by-step instructions (e.g. *writing process poster, strategy cards, checklist for creating a photo story*)
- Role play resources (e.g. *props, costumes, music, puppets*)
- Information and Communications Technologies (ICT) (e.g. *computers, tablets, multimedia projector, speakers, interactive board, Internet, computer software, applications, digital cameras*)
- Pedagogical materials (e.g. *global planning tools, teachers' guides, activity books, reproducible documents, CDs and USB keys containing didactic materials)*
- Assistive technologies for students with special needs (e.g. *FM listening system, proofreading programs, audiobooks, recording of a teacher's mini lesson available on the class website*)
- Official ministerial documents (e.g. *Elementary Cycle Three ESL programs, Elementary ESL Progression of Learning, Elementary Framework for the Evaluation of Learning ESL*)

E3. EXPLORING TEXTS

In the ESL programs, the term "text" refers to any form of communication—spoken, written or visual—involving the English language. In the ESL classroom, authentic texts are used to provide a rich linguistic and cultural context for learning English. Authentic texts refer to materials that reflect natural speech or writing as used by native speakers of English.

There are three text types in the ESL programs: **popular** (e.g. *cartoons, posters, movies*), **literary** (e.g. *legends, poems, short stories*) and **information-based** (e.g. *dictionaries, biographies, advertisements*). Texts can be presented through a variety of formats such as audio (e.g. *radio programs, songs*), audiovisual (e.g. *commercials, movie trailers*) or visual/print (e.g. *newspapers, graphic novels*).

Students use text components (i.e. connecting words, contextual cues, overall meaning, key elements) to understand texts pertaining to familiar topics (e.g. *hobbies, pets, family*) and topics with a broader scope (e.g. *spending habits, environmental issues, cyber-safety*).

BEFORE LISTENING TO, READING OR VIEWING TEXTS, students use strategies (e.g. *attention, predicting, accepting not being able to understand everything*) to prepare to explore texts. The teacher activates students' prior knowledge, discusses the theme and the purpose for listening to/reading/viewing texts, explicitly teaches the strategies needed for the task and presents the key vocabulary required to comprehend the texts.

WHILE LISTENING TO, READING OR VIEWING TEXTS, students use strategies (e.g. *skimming, scanning, making inferences*) and text components to become familiar with texts and come to an initial understanding on their own (e.g. *listening to the teacher read the text aloud, highlighting key words, circling important information, taking notes on implied ideas in the text*). As students explore a text multiple times, they jot down their individual ideas and can more easily share them with others afterwards.

AFTER LISTENING TO, READING OR VIEWING TEXTS, students use strategies (e.g. *planning, note-taking, cooperation*) and resources (e.g. *dictionaries, graphic organizers, peers*) to deepen their understanding of texts, both individually and with others (e.g. *sharing ideas with the entire group, comparing opinions with a partner, discussing reactions during a reading circle, asking questions*).

Then, students individually demonstrate their understanding of texts (e.g. *identifying the important facts in an article, sequencing the events in a story, expressing appreciation of texts on the ESL class website, illustrating a character from a legend*).

Finally, students carry out meaningful reinvestment tasks in which they select relevant knowledge (i.e. information/ideas and language) from texts provided, organize this knowledge in a coherent manner and personalize it in light of the purpose and intended audience. Each student delivers a personalized product individually (e.g. *after viewing information-based videos, students can be invited to record a podcast to convince peers to adopt healthy eating habits; after reading a graphic novel, students could create a book trailer about a possible sequel; after reading an illustrated storybook, students could tell the story from the point of view of a different character; after exploring texts about their neighbourhood, students could make a brochure presenting its main attractions*).

The educational website Québec Reading Connection (QRC) (quebecreadingconnection.ca) provides an extensive selection of quality fiction and non-fiction texts from Québec, Canada and beyond. In order to help teachers select books based on their pedagogical aims, each title page provides a descriptive summary and a variety of suggested activities that are linked to the Québec Educational Program.

E4.   WRITING PROCESS

To help students create a variety of written texts, they are initiated to writing as a process[34]. Using models of texts as guides and sources of inspiration, students write texts, taking the intended audience and purpose into account. They express themselves in English while developing strategies for effective writing (e.g. *planning*, *note-taking, cooperation*) and benefit from teacher support and peer feedback, as needed. To apply the targeted language conventions with precision to their own texts, students use a variety of resources available (e.g. *models, writing checklists, posters, word banks, dictionaries, editing software*).

This section presents two writing process models, the checklist on the right, which can be found on ESL Insight, contains four phases. The writing process on the left is inspired by the one proposed in the Secondary ESL programs. It contains five phases in which revising and editing are split into two distinct phases.

Preparing to Write
When students prepare to write, they may do the following:
   • Refer to the task requirements, including the purpose and the audience
   • Become familiar with the evaluation rubrics
   • Activate prior knowledge (e.g. *language, topic, strategies, writing process*)
   • Brainstorm ideas with others
   • Note ideas and organize them
   • Complete an outline of the text
   • Research the topic, if necessary
   • Use resources, as needed

Writing the Draft
When students write their draft, they may do the following:
   • Refer to models and reference tools (e.g. *explicit or open-ended models, dictionaries, grammar reference*)
   • Use targeted functional language and language conventions from the resources provided
   • Set down ideas in complete sentences
   • Ask for help when experiencing difficulty
   • Refer to the outline of their text
   • Consult research, as needed
   • Request feedback from peers and the teacher, and make adjustments, as needed

Revising
When students revise their draft, they improve the content and the organization of their ideas. They may do the following:
   • Make sure they have followed the task requirements by referring to a checklist
   • Determine if ideas are clear and well-structured
   • Add, substitute, delete and rearrange words and ideas
   • Request feedback from peers and the teacher, and make adjustments, as needed
   • Refer to models and reference tools (e.g. *explicit or open-ended models, dictionaries, grammar references*)

Editing
When students edit their draft, they focus on the correct use of the targeted language conventions. They may do the following:
   • Verify the targeted grammar, punctuation and spelling targeted for the task
   • Request feedback from peers and the teacher, and make corrections, as needed
   • Refer to models and reference tools (e.g. *explicit or open-ended models, dictionaries, grammar reference*)
   • Correct language convention errors (e.g. *using proofreading marks and checklists*)

Writing the Final Copy
When students write their final copy, they rewrite their revised draft to individually deliver a well-presented text. They may choose to share their polished text with the intended audience.

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[34] For more information on Competency 3, *To write texts*, refer to the web event *Making C3 Work in the ESL Classroom!* available on
http://blogdev.learnquebec.ca/eslcommunity/intensive-talks-web-events2

E5. GLOSSARY

Cognates and "false friends"
Cognates are words in different languages with a common spelling and meaning. These are extremely numerous. For example, the words *nation* and *table* are cognates in English and French.

"False friends" are words that are similar in their forms despite having different meanings. For example, *sensible* means *reasonable* in English, but *sensitive* in French. *Library*, which means *bibliothèque* in French, is not to be confused with the French word *librairie*, which is *bookstore* in English.

Cooperation
Cooperation involves two or more students working together towards a common goal, for example, planning a celebration together.

Cooperative Learning
According to Spencer Kagan, "Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal" (Kagan, 1994). Cooperative learning is different from group work because there is a structure (e.g. *jigsaw, numbered heads together, round robin*) to ensure that each team member is individually accountable for achieving the team goal. As well, each team member has a specific cooperative role to fulfil (e.g. *facilitator, secretary, materials manager*) to ensure positive interdependence.

Cooperative Roles
In cooperative learning, roles are assigned tasks for students to fulfil within their teams to support interdependency and individual accountability. Roles facilitate or enhance team work and help develop social skills. Throughout the year, cooperative roles can be rotated to allow students to experience the different roles and assume different responsibilities within their team. Roles can be determined in advance or they can be assigned randomly. Not all roles are required each time. The functional language can be provided for each of the roles to support student's use of English. Here are a few suggestions of cooperative roles:

English Captain
The English captain encourages students to use English during group work. For example, this student can say: "Could you repeat that in English, please?"

Facilitator or Moderator
The facilitator helps other team members by ensuring that everyone is on track. This student encourages teammates to participate and makes sure turns are respected. The moderator praises individual contributions made by team members. In addition, the facilitator can also assign research topics or tasks to other team members.

Materials Manager
The materials manager collects, keeps and distributes materials used by the team and ensures the team cleans up at the end of the task.

Noise Manager
The noise manager makes sure that group members respect expectations regarding volume and that the noise level does not disturb other teams or classrooms.

Reader
The reader reads instructions, word lists, questions and texts to the team. This role can be one student's responsibility or shared among teammates.

Reporter or Spokesperson
The reporter summarizes discussions or presents teamwork. The reporter can refer to the secretary's notes when sharing the team's answers and ideas with the rest of the class.

Secretary

The secretary writes the team's answers and ideas that can be used to complete an activity. Sometimes the secretary is in charge of making sure that traces of the team's work are gathered (e.g. *remind teammates to take notes on a specific section, record group discussions, save and share the information using technology*).

Timekeeper

The timekeeper informs teammates of the time left to complete a task. This student can also encourage the team to focus on the task at hand.

Cooperative Structures

Cooperative structures are a way to organize classroom interactions to ensure interdependency and accountability among the teammates. They can be adapted to different tasks. Here are a few cooperative structures:

Jigsaw

Jigsaw is a cooperative learning structure that allows students to work in small teams (home/base team) to develop their understanding of texts or content with others. For example, the teacher divides a text into four subsections. Each member of the home/base team is in charge of a subsection and becomes an expert on that specific part of the text.

The experts, who are responsible for the same subsection, work together in what is called an expert team. Within their expert team, students compare their understanding and decide which key information to report to their home/base team. Then, they return to their home/base team to share their expertise. After, there can be a large group discussion to exchange ideas and reflect on the highlights of the activity. The charts below illustrate the steps to follow when using this cooperative structure:

Step 1 and Step 3   Step 2
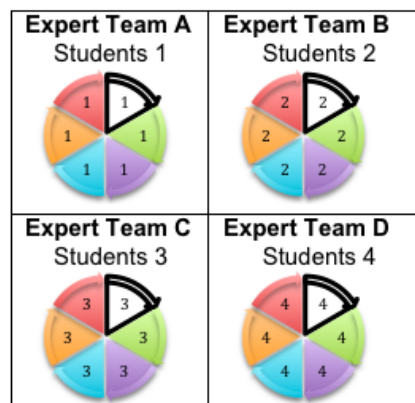
Explanation of the charts:

Step 1: Students meet in home/base teams and are assigned one of the four subsections of the text.

Step 2: Students work with expert teams to construct their understanding of their subsection of the text.

Step 3: Students return to home/base teams to share their expertise.

Step 4: Students take part in a large group discussion to exchange ideas and reflect on the highlights of the activity (e.g. *what was learned*, *strategy use, challenges encountered, appreciation of the activity*).

Numbered Heads Together
Students are placed in teams of four and are given a number (i.e. student 1, student 2, student 3, student 4). They are asked to put their heads together to answer a series of questions with their teammates. They must agree on the answers and each student should be able to answer the question. When the teacher calls a number, only students with that number raise their hands and share their team answer with the class. If the answer is incorrect, another number is called.

Round Robin
In a round robin, students take turns responding to the teacher's questions orally in their team. A round robin can be used to have students share ideas/information or express opinions on a given topic.

Round Table
A round table is similar to a round robin, except it is done in writing. First, the teacher asks an open-ended question and pauses to let students think of their answer. Then, the first student in each group writes one answer on the team response sheet and passes the sheet to the next student who adds a new idea to the sheet. Finally, teams share their ideas with the entire group. Students may also be asked to create texts collaboratively (e.g. *short stories, poems, posters*).

Talking Chips/Tokens
Talking chips are used to help students take turns and to promote equal participation during team discussions. They also allow teachers to see how well students are participating. Each time a student contributes to the exchange, he/she puts down a talking chip. Students must use all their chips throughout the discussion. Once all the chips have been used, students take back their chips and continue the discussion.

Think-Pair-Share
Think-Pair-Share provides students with individual thinking time before discussing a question or topic (e.g. *activate prior knowledge, predict, compare*) provided by the teacher. Students are given time to think in silence and write down their ideas. Then, partners discuss and compare their ideas. Lastly, each pair of students shares their answers with another pair or with the rest of the class.

Corrective Feedback

Corrective feedback is an indication to a learner that his or her use of the target language is incorrect. Usually, the teacher helps the student notice an error has been made and then prompts the student to reformulate. By drawing students' attention to the structure of the English language in context, they become increasingly aware of their errors, are better able to self-correct and may even be able to provide peers with feedback. Here are some corrective feedback techniques:

Clarification Request
The teacher indicates to the student that the message has been misunderstood (e.g. *Pardon me? What do you mean by…?*). The teacher prompts the student to reformulate. The error is not pin-pointed.

Elicitation
The teacher asks the student to self-correct by pausing to let the student fill in the blank (e.g. *It's a…*), by using questions to elicit correct forms (e.g. *How do we say this in English?*) or by asking the student to reformulate what was said (e.g. *Could you say ... another way?*). The teacher prompts the student to reformulate, the error is pin-pointed but no hint is given.

Explicit Correction
The teacher informs the student that an error has been made and provides the correct form explicitly. (e.g. *Not quite, this word is pronounced "squirrel". Be careful, not "have", we say: "I am 12 years old."*)

Metalinguistic Feedback
The teacher indicates that there is an error somewhere and provides some grammatical meta-language to refer to the nature of the error without providing the correct form (e.g. *I didn't understand your verb. How*

do we say that verb in the past tense? How do we say "buyed" in the past tense?)*. The teacher prompts the student to reformulate and a grammatical hint is given.

Recast
The teacher repeats what the student has said using the correct form. The teacher provides the correct form implicitly without prompting the student to self-correct. It can go unnoticed because the student's attention is not drawn to the error. (N.B. According to research, recast is frequently used in second language classrooms, yet it is ineffective with younger learners when used alone, without signalling to the student that an error has been made.)

Repetition
The teacher repeats what the student has said and uses intonation (e.g. *She sleep_↗*) to highlight the error and waits for student to self-correct. The teacher prompts the student to reformulate and a hint is given by stressing the final syllable.

Differentiation

Differentiation means being responsive to the learning needs of all students in the ESL classroom —those with common interests, specific needs or challenges, as well as those who are gifted and talented. It means recognizing where students are in their learning and helping them achieve their potential by making adjustments in pedagogical practices. The teacher can differentiate the content by offering a variety of texts (e.g. *videos, illustrated picture books*), the process by providing additional time (e.g. *more time to complete a task or to explore a topic further*), the product by allowing students to choose the format of their final product (e.g. *multimedia presentation, poster*) and the learning environment by using different groupings (e.g. *individual or team work*).

Graphic Organizers

Visual frames that students fill in or create to connect ideas and represent their understanding. Here are a few examples of graphic organizers:

Fish Bone
A fish bone diagram is a cause and effect graphic organizer. It can be used with students to identify and categorize the causes of a given problem.
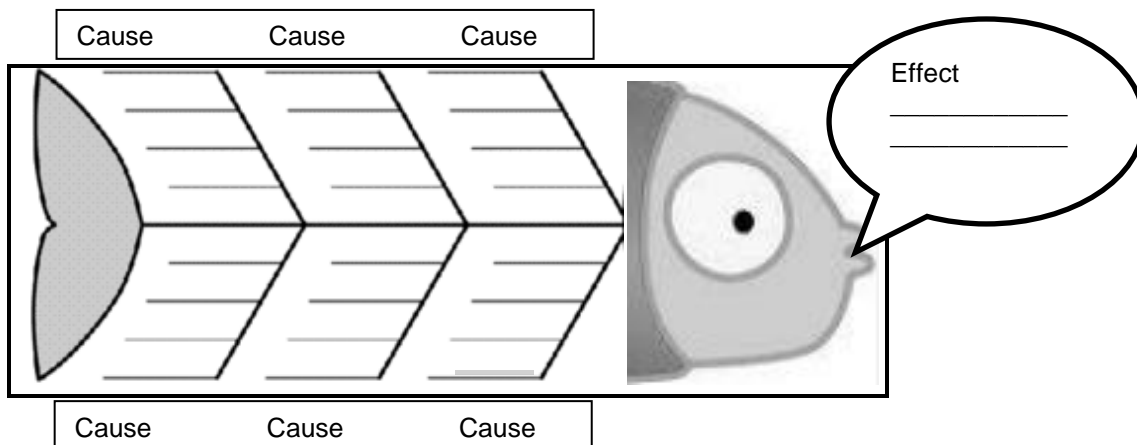
KWL Chart

A KWL chart is a three-column chart in which learners are asked to identify what they know about a topic/theme in the first column, what they would like to know about the topic/theme in the second column and, afterwards, what they learned about the topic/theme in the third column.

KWL Chart		
What I know	**What I want to know**	**What I learned**

Semantic Map

Semantic maps are visual representations of a concept and subcategories such as related words or ideas. For example, a semantic map can be used to describe a character from a story or to plan a project.
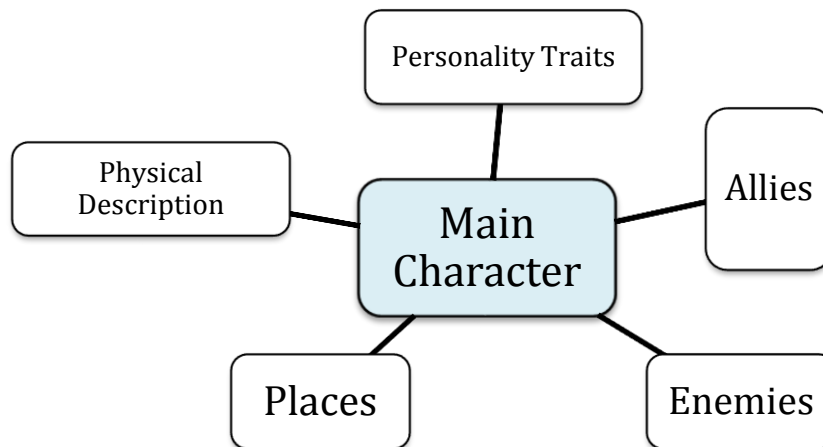

T-Chart

A T-chart is a two-column chart used to identify or compare two facets of a topic. For example, a T-chart can be used to list what the teacher expects to see and hear when students use the strategy "cooperation" effectively.

| COOPERATION	
What I see…	**What I hear…**
➢ Students are face-to-face. ➢ Students nod. ➢ Students smile. ➢ Students frown. ➢ Students raise shoulders.	➢ "I agree." ➢ "I disagree." ➢ "I don't understand." ➢ "Can you repeat, please?" ➢ "Great idea!" ➢ "What do you think?"

Timeline/Sequence Organizer
A line that shows the chronological order of events (e.g. *in a story, when planning a project*).
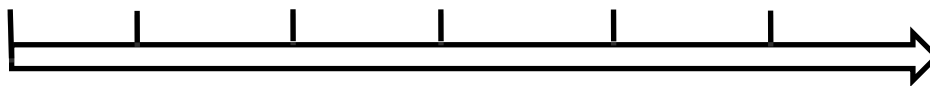

Venn Diagram
The Venn diagram is a graph with two intersecting circles that show the similarities and differences between two concepts. The similarities are written in the center, where the circles overlap. The differences are written in each of the outer circles.
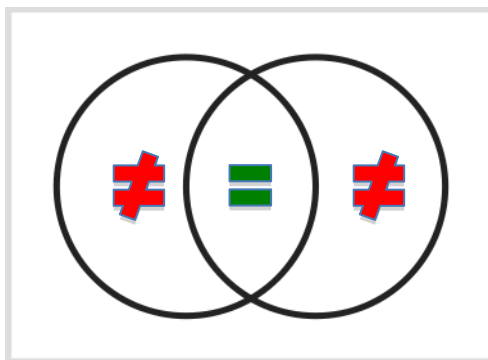
Word Web
A word web is a graphic organizer that promotes vocabulary development (e.g. *definition, synonyms, antonyms).* It can be used to activate prior knowledge and build vocabulary. Students choose a vocabulary word and identify related vocabulary words or details in smaller circles around the main word.
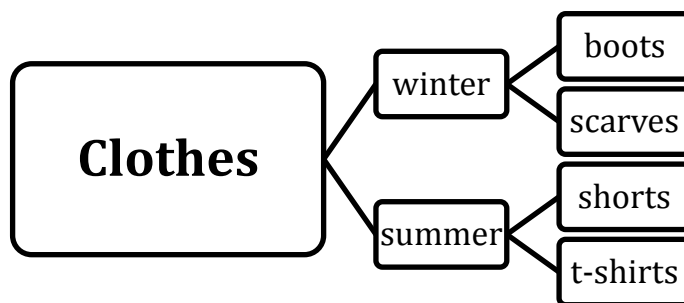
Reading/Literature Circle

A reading circle is the equivalent of an adult book club, but with greater structure and expectation. The aim is to further students' understanding of a text through peer exchanges, encourage thoughtful discussion and develop a love of reading in young people. The teacher serves as a guide and provides students with support, as needed.

Small teams of students choose a book based on common interests and linguistic abilities. The teams meet regularly, according to a pre-determined schedule, to discuss their reading (e.g. *examine contextual cues, describe events and characters, identify facts, make personal connections, express appreciation of the text, ask questions*). To guide both their reading and discussion, students use written or drawn notes, according to the reading/literature role they were assigned for that specific meeting. When books are finished, readers may be invited to share their appreciation with their classmates, and then new teams are formed around new reading selections. Here are some examples of reading/literature circle roles:

Artful Artist

The artful artist selects and draws an important event, place or character from the text. Then, the student shares his/her illustration with teammates during the reading circle. Together, the teammates discuss their reactions to the artful artist's illustration.

Connector

The connector makes personal connections with the text provided and shares them with teammates during the reading circle. For example, the connections can relate to the student's own experience or can be made to other books or movies that address a similar situation or theme. During the discussion, teammates can react to the connections made by the connector.

Discussion Director

The discussion director prepares questions to ask teammates during the reading circle. Discussion directors can be provided with examples of questions to guide the exchange (e.g. *"What element surprised you?", "What was your favourite part?", "What solution would you propose to the character?"*).

Passage Picker

The passage picker shares an important, engaging or thought-provoking passage from a text with teammates during the reading circle and explains the significance of the passage to his/her teammates.

Summarizer

The summarizer writes a brief overview of the text and shares it with teammates during the reading circle. The summary answers the basic WH-questions (e.g. *who, what, when, where, why*).

Word Wizard

The word wizard selects a few key words from the text to be discussed with teammates during the reading circle. For example, the word wizard can ask teammates to guess the meaning of unfamiliar words before revealing the definitions.

Realia

Objects from everyday life, especially when used as teaching aids (e.g. *a hat, a spatula, a bike helmet*).

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