

English as a Second Language

Core Program
Enriched Program





Common Introduction to the Two English as a Second Language (ESL) Programs: Core and Enriched

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

In Secondary Cycle Two, both Core ESL and EESL students are on their way to becoming competent lifelong language learners. They continue to develop the three ESL competencies of the elementary school programs and the Secondary Cycle One programs—*Interacts orally in English*, *Reinvests understanding of texts*, and *Writes and produces texts*. Students are able to apply linguistic and cultural knowledge from their first language to help them learn English. They draw upon their knowledge of the French language (e.g. grammar and vocabulary) to develop their linguistic competence in English. Core ESL students continue to improve their ability to use English in situations that correspond to their age, needs and interests. They still need some guidance from the teacher and support from peers in order to communicate in English. EESL students, however, are already confident second language learners who use English to explore a wide variety of complex issues and abstract ideas. They also exploit the response, writing and production processes more fully. Students in both programs reflect on their learning, but EESL students, because of their more developed communicative competence, are better able to notice and correct their own errors and offer constructive feedback to their peers.

Both Core ESL and EESL students are on their way to becoming competent lifelong language learners. They continue to develop the three ESL competencies of the elementary school programs and the Secondary Cycle One programs.

Oral interaction is essential for learning English. Core ESL students experiment with and expand their language repertoire while carrying out tasks and sharing ideas, interests and viewpoints. EESL students already have the language they need to converse in English with relative fluency; they refine their language repertoire and participate in a variety of communicative situations with ease. Core ESL students continue to develop fluency and accuracy as they become more competent second language learners, while

EESL students focus on accuracy to become more competent communicators in English.

Students in both programs explore a variety of authentic texts: popular, literary and information-based. They construct meaning of texts through the response process. Core ESL students listen to, read and view texts that are appropriate to their age, interests and level of language development, while EESL

students experience a much broader range of texts that deal with increasingly complex issues and abstract ideas. They demonstrate their understanding through more in-depth responses and reinvestment tasks.

In Secondary Cycle Two, both Core ESL and EESL students are familiar with the writing and production processes which they continue to adapt to different situations. They experiment with the processes, trying new ways of writing and producing. EESL students have a more extensive language repertoire that allows them to adopt a more flexible approach in their use of the processes, and to focus on their creativity and personal style.

Secondary Cycle Two Core ESL and EESL Students

The following chart describes the main characteristics of Core ESL and EESL students as they develop the ESL competencies during Secondary Cycle Two. These characteristics are not End-of-Cycle Outcomes.

	Core ESL Students	EESL Students
Students' profile	<ul style="list-style-type: none"> – have completed the <i>Secondary Cycle One Core ESL</i> program – rely on teacher as linguistic and cultural model – need help from teacher and peers to manage strategies and resources 	<ul style="list-style-type: none"> – have completed the <i>Secondary Cycle One EESL</i> program, or have had other enriching experiences in English – bring a greater knowledge of English language and culture to the EESL class – manage strategies and resources more autonomously
Interacts orally in English	<ul style="list-style-type: none"> – speak English in all classroom situations, with some guidance – focus on the fluency of their message – experiment and expand language repertoire 	<ul style="list-style-type: none"> – speak English confidently and spontaneously in all classroom situations – focus on the accuracy of their message – refine language repertoire – pay attention to social conventions and subtleties of the language
Reinvests understanding of texts	<ul style="list-style-type: none"> – listen to, read and view texts that deal mainly with their experiences, concerns and interests – take more time to explore the literal meaning of texts when responding – need guidance when they select, organize and adapt knowledge from texts in a reinvestment task 	<ul style="list-style-type: none"> – listen to, read and view a wide variety of texts that deal with increasingly complex issues and abstract ideas – formulate in-depth responses, focusing more on the nuances in texts – are more autonomous when they select, organize and adapt knowledge from texts in a reinvestment task
Writes and produces texts	<ul style="list-style-type: none"> – write and produce texts that deal mainly with their experiences, concerns and interests – pay particular attention to planning and drafting written and media texts when using the writing and production processes – seek to use an accurate language repertoire when writing and producing texts 	<ul style="list-style-type: none"> – write and produce a wide variety of texts that deal with increasingly complex issues and abstract ideas – pay particular attention to making adjustments (e.g. revising, editing) to written and media texts when using the writing and production processes – develop their personal style when writing and producing texts
Self-regulation	<ul style="list-style-type: none"> – need assistance when reflecting on their learning – need help to notice and correct their errors 	<ul style="list-style-type: none"> – are able to provide constructive feedback when reflecting on their learning – notice and correct their errors more autonomously

English as a Second Language



Core Program

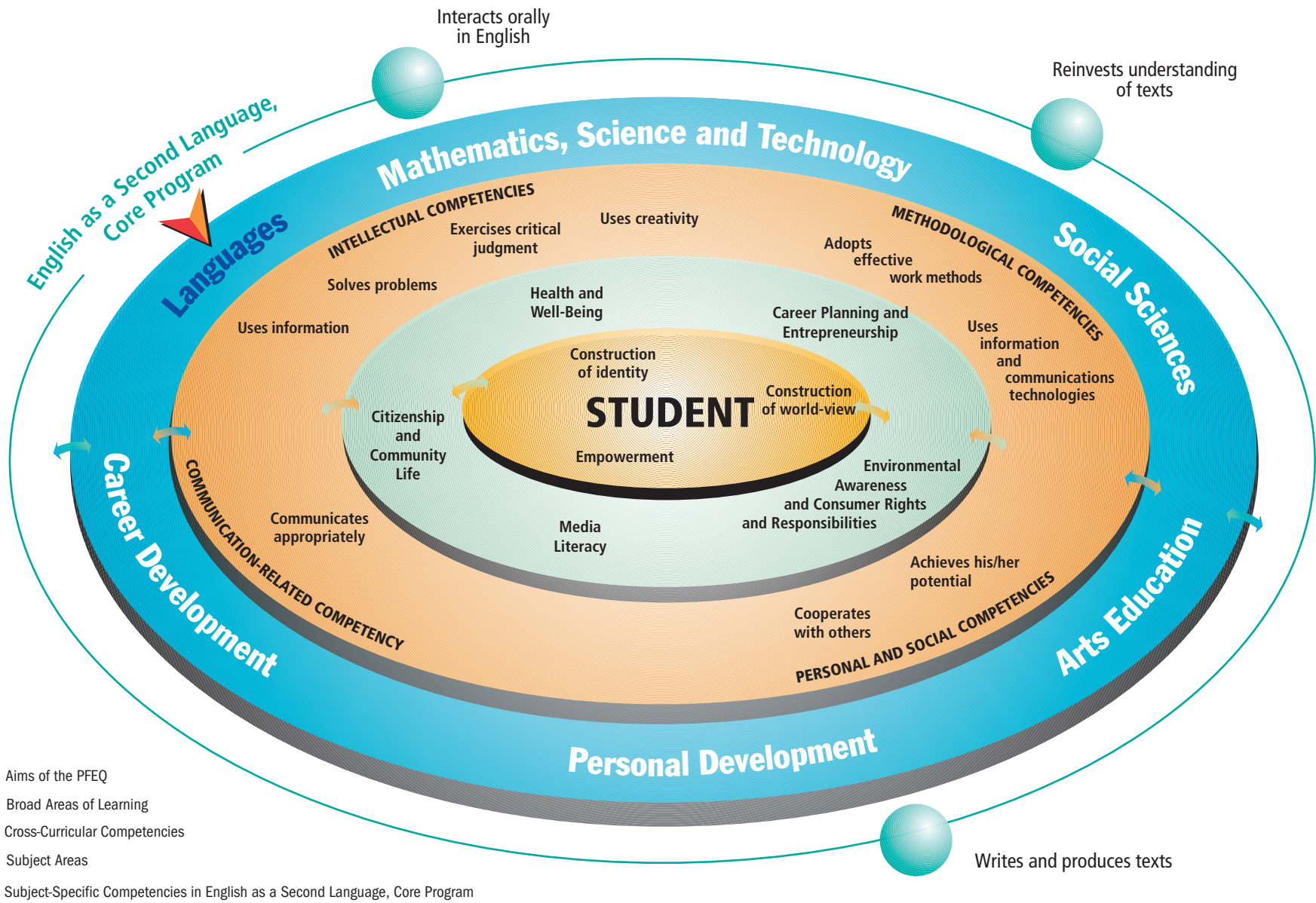
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English as a Second Language, Core Program and the Other Dimensions of the Programme de formation de l'école québécoise (PFEQ)





Introduction to the English as a Second Language, Core Program

For Québec students, learning English as a second language (ESL) enables them to communicate with people who speak English in Québec, in the rest of Canada and throughout the world. It also gives them access to a wealth of information and entertainment available in the English language through a variety of media such as magazines, radio and television, as well as information and communications technologies (ICT). The Core ESL program promotes the three aims of the Programme de formation de l'école québécoise (PFEQ): to help students construct their identity, construct their world-view and become empowered. In the ESL classroom, students construct their identity by cooperating; sharing values, ideas and opinions; and reflecting on their learning. Learning English provides students with opportunities to construct their world-view as they learn about other cultures and come to better understand them. It also provides them with an additional means of exploring and sharing their own culture. They are empowered by taking responsibility for their learning and by making decisions about issues to be investigated in class.

By the end of Secondary Cycle Two, Core ESL students will be able to communicate in English in order to meet their needs and pursue their interests in a rapidly evolving global society. The Secondary Cycle Two Core ESL program is a step in helping them achieve this goal. In the ESL classroom, students come to realize the importance of learning English for their future plans—personal, academic and professional. The Core ESL program also provides opportunities to foster the development of the qualities they need to achieve their potential as lifelong learners: autonomy, self-confidence, initiative, goal-setting and satisfaction in work well done.

The Secondary Cycle Two Core ESL program builds on what students learned in the Elementary and the Secondary Cycle One ESL programs. All these programs are based on the social constructivist theory of learning, the communicative approach, strategy-based learning, cooperative learning,

cognitive approaches to language learning and the latest developments in second language acquisition. These programs focus on students' development of the three competencies: *Interacts orally in English*, *Reinvests understanding of texts*¹ and *Writes and produces texts*.

In the previous secondary school objective-based ESL programs, listening, speaking, reading and writing skills were taught separately for specific purposes. This ESL program goes beyond the sum of these skills: the three ESL competencies are developed in synergy in an interactive learning environment. When students are developing one competency, they usually draw upon at

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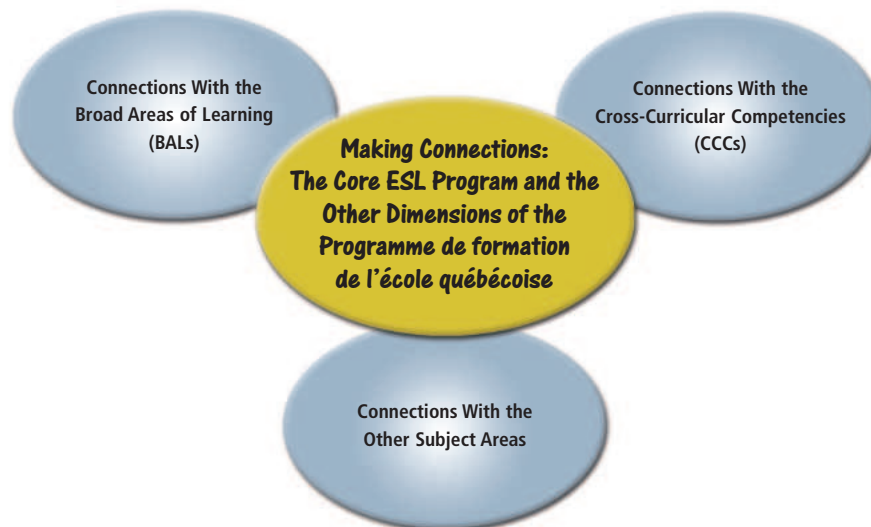
least one of the other two. The competency *Interacts orally in English* is the backdrop for the other two competencies, as students speak English in all classroom situations. When developing *Reinvests understanding of texts*, students explore a variety of texts, construct meaning of texts with peers and the teacher, and make use of what they have understood in a reinvestment task. Reinvestment is carried out through the other two ESL competencies. In the

competency *Writes and produces texts*, students write and produce with a purpose and express themselves for an intended audience. With help from the teacher and peers, students reflect on their learning and establish learning goals for continued second language development. They continue to progress from guided second language learners to more autonomous and confident lifelong learners.

1. In this program, the term "texts" refers to any form of communication—spoken, written and visual—involving the English language.

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

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



Connections With the Broad Areas of Learning (BALs)

The broad areas of learning deal with the important issues of contemporary life that students face in today's society. The Core ESL program is linked to all the BALs as students use language to learn about and discuss these issues. The following are examples of connections between the ESL competencies and some of the BALs; other connections are found in the Focus of each competency. In *Citizenship and Community Life*, students are called upon to develop an attitude of openness towards the world and respect for diversity. In the Core ESL program, they learn openness and respect as they discover other cultures and communicate with members of different communities through the use of English—a universal language of communication. The educational aim of another BAL, *Media Literacy*, is to enable students to exercise critical, ethical and aesthetic judgment with respect to the media, and to produce media documents that respect individual and collective rights. The ESL competencies help students form opinions as they examine, respond to and produce media texts. The Core ESL program also contributes to the BAL *Career Planning and Entrepreneurship*, the educational aim of which is to enable students to make and carry out plans designed to develop their potential and help them integrate into adult society. In the ESL classroom, students are responsible for and take an active role in their learning. As students work together in the ESL classroom, they develop strategies for cooperation and task planning—essential skills in today's job market. Learning English as a second language is a significant asset to students' personal lives, postsecondary studies and future careers.

The broad areas of learning remind us that life itself is the object of learning. Every subject is born of questions about reality and each one sheds light on the issues in these areas.

The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.

Connections With the Cross-Curricular Competencies (CCCs)

The cross-curricular competencies are a focal point in all subjects and school activities. They contribute to the development of the three ESL competencies, which in turn help to develop the CCCs. The following are examples of connections between the ESL competencies and some of the CCCs; other connections are found in the Focus of each competency. Students develop the CCC *Cooperates with others* as they interact orally, construct meaning of texts with others during the response process, edit peers' texts and carry out the production process. A connection between the ESL competency *Reinvests understanding of texts* and the CCC *Uses information and communications technologies* is made when students use the Internet and CD-ROMs as sources of texts to research topics. When writing or producing texts, they reflect on the best ways to carry out a task and use the necessary resources, thus developing the CCC *Adopts effective work methods*. They also develop the CCC *Uses creativity* by exploring different approaches to suit their learning styles during the writing and production processes.

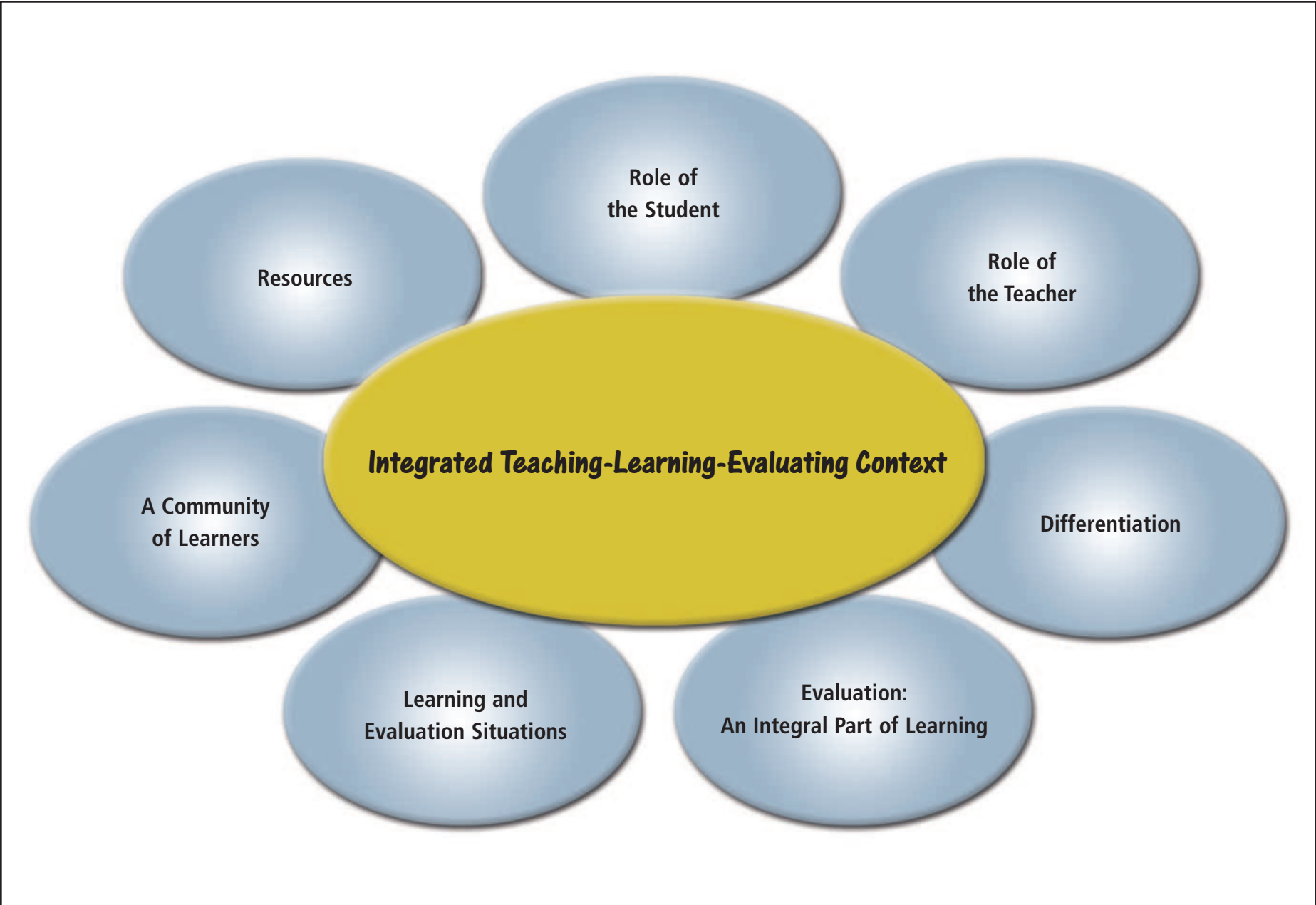
Connections With the Other Subject Areas

The Core ESL program can also be linked to the other subjects in the PFEQ. Learning English allows students to construct knowledge and develop strategies that can be reinvested in other fields of study and areas of interest, both inside and outside the classroom. There are clear connections between

Reality can rarely be understood through the rigid logic of a single subject; rather, it is by bringing together several fields of knowledge that we are able to grasp its many facets.

ESL and the other language programs: *Français, langue d'enseignement* and Spanish as a Third Language. In all these programs, students develop communicative competence and respect for other cultures; use processes, strategies and resources; and explore a variety of texts. They can reinvest their use of communication and learning strategies, and various resources when developing the Spanish as a Third Language competencies. Students draw upon the competencies *Uses mathematical reasoning* and *Communicates by using mathematical language* from the

Mathematics program when, for example, they interpret the results of a survey carried out in the ESL class. In the Science and Technology program, students develop the competency *Communicates in the languages used in science and technology* when they produce coherent and accurate media messages of a scientific nature. Students transfer this learning in the ESL classroom when they produce media texts. The English language becomes an additional medium through which students may access resources. For example, in projects involving the History and Citizenship Education program, they research historical events in English, construct meaning of the texts they find, and then reinvest their understanding of these texts in the History class. The aesthetic aspect of culture links the Core ESL program to the four Arts Education programs. In the ESL classroom, students explore drama, visual arts, dance and music from the English-speaking world in order to better understand cultural diversity, and to make comparisons with their own culture. The ESL program is connected to the Personal Development programs. In all these programs, students are called upon to clearly express their point of view, give reasons to justify it, ask for explanations and take a reflective stance on different ways of thinking. In the ESL classroom, students reinforce the metacognitive aspect of the Personal Development programs when they regulate their learning, and evaluate their processes and products.



Integrated Teaching-Learning-Evaluating Context

All three competencies in the Core ESL program are developed in synergy. To maximize their development, certain conditions must be put into place. General information about some of the elements of the Teaching-Learning-Evaluating Context can be found in Chapter One of the PFEQ, A Curriculum for the Twenty-First Century.

A Community of Learners

Integrated Teaching-Learning-Evaluating Context

The ESL classroom is an interactive, cooperative and investigative community in which students are responsible for actively participating in their learning.

In the Secondary Cycle Two ESL classroom, students continue to develop the three ESL competencies in a social constructivist context—a community of learners. Such a community of learners reaches beyond the classroom to include others such as school personnel, e-pals and guest speakers. Parents are also part of the community of learners and encourage their children to learn English and be open to its cultures. The ESL classroom is an interactive, cooperative and investigative community in which students are responsible for actively participating in their learning. They work together with the teacher to pursue the goal of developing communicative competence, which is both an individual achievement and a community effort. Each member plays an active role in fostering a supportive learning atmosphere characterized by mutual trust, respect and acceptance of individual differences. A positive interactive environment allows students to learn together, constructing knowledge and shaping values that reflect the aims of the PFEQ.

Oral interaction is the backdrop to all activity in the ESL classroom, with English being the language of all student-student, student-teacher and teacher-student communication. As students interact with one another to

explore ideas and discuss issues related to their personal needs, interests and experiences, they learn about themselves and their peers, reinforcing the sense of community. They also learn to respect others' viewpoints and to express their own ideas with confidence when interacting with others.

Students work and reflect on their own, as well as *Cooperate with others* (CCC). Cooperation involves any situation in which two or more students work together. They can work towards a common goal, for example, preparing a tourist brochure or short film about their region. They can also work cooperatively to attain an individual goal, such as participating in group discussions or writing an article for the school Web site. Everyone assumes an active role within a community of learners in order to learn from one another as they provide, request and accept constructive feedback. They also learn from their observations of others' use of language, work methods, strategies and resources.

Resources

Integrated Teaching-Learning-Evaluating Context

In order to develop the three ESL competencies, students have access to material resources in a culturally rich learning environment and to human resources in the community of learners.

Language and culture are interrelated and cannot be dissociated or taught separately. Students must be exposed to a rich linguistic environment to understand English cultures. In turn, exposure to these cultures enhances students' learning of the English language. As with language, culture is explored on an ongoing basis within culturally rich contexts. Examples of the English language and English cultures, such as posters of functional language, banks of expressions, pictures,

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newspapers and magazines, can be found in the ESL classroom. Students are actively involved in creating this environment by displaying texts they have written and produced, and by participating in the selection of texts used in class. Through exposure to diverse aspects of culture, such as age-appropriate literature, cinema, history, idiomatic expressions and humour, students become aware of customs, values and beliefs of English speakers in Québec, in the rest of Canada and throughout the world.

For learning and ongoing evaluation, students need access to a variety of material resources such as banks of expressions, checklists, encyclopedias, dictionaries, thesauruses and grammar reference books. Both inside and outside the classroom, students explore authentic texts² (e.g. novels, newspapers, magazines, advertisements, radio broadcasts, TV programs, movies, Web sites). Within a community of learners, students also have access to human resources through guidance and feedback from their teacher, peers and from other people in the school, family and wider community. They are encouraged to use material and human resources available in English in the local, regional or global community.

To help students develop the three ESL competencies, the appropriate ICT must be made available (e.g. TVs, tape recorders, CD and DVD players, computers, the Internet, as well as multimedia software and media-related computer equipment). These ICT are valuable resources for motivating students to learn by bringing authentic examples of the English language and its cultural aspects into the classroom, particularly in regions where students have little exposure to English. For example, in preparation for an exchange visit, students can set up a class Web site, interact with peers in their host school through e-mail, and prepare a class multimedia presentation to introduce themselves. As another example, during a project comparing educational systems in Canada and around the world, students can send questionnaires to e-pals and practise browsing techniques as they use the Internet to do research. Electronic versions of atlases, dictionaries, encyclopedias and documentaries can serve as reference tools. Students need technology at their disposal to carry out the production process where the final product can take the form of a short film, radio drama or multimedia presentation.

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

Role of the Student

Integrated Teaching-Learning- Evaluating Context

At the Secondary Cycle Two level, students develop attitudes, construct knowledge, and build an inventory of strategies and resources to enable them to become lifelong language learners. They attempt to use English outside the context of the classroom to meet their personal, academic and employment needs. In order to help consolidate autonomy in language learning, students assume a more active, informed and self-directed role in the learning process. They participate in some of the decisions concerning the topics and issues to be explored in learning and evaluation situations (see Learning and Evaluation Situations), the resources needed to carry out a task and the form of a final product. They also take part in their ongoing evaluation. Students develop a greater sense of responsibility and accountability, and become more invested in their learning when they contribute to planning classroom activities.

In order to help consolidate autonomy in language learning, students assume a more active, informed and self-directed role in the learning process.

Students speak English to communicate respectfully with their peers and the teacher in all classroom situations. They develop fluency by experimenting with their language repertoire (functional language, vocabulary and language conventions) in a variety of spontaneous conversations, planned oral interaction and in the carrying out of tasks. When interacting, they use communication strategies to overcome difficulties, such as making up for their lack of knowledge of the language. Students use learning strategies to help them reflect on their learning, process information and language, and interact with others.

Students listen to, read, view, respond to, write and produce texts. They explore the response, writing and production processes and adapt them over time. They experiment with various texts, models, tools and resources and apply what works best for them in a given context. When students make errors, they view them as indicators of what needs attention and work. With help from others, students notice their errors, attempt to correct them and make a conscious effort to use the accurate forms in future interactions and texts.

Throughout their learning, students develop an attitude of respect and openness to English cultures. They compare their own culture to different English cultures. They discover similarities and differences by exploring the aesthetic, sociological and sociolinguistic aspects of culture. They consider the influence of culture when interacting orally in English, when reinvesting their understanding of texts, and when writing and producing texts. They also examine current events in the English-speaking world and come to better understand cultural diversity.

A positive, supportive learning environment is imperative when learning a second language. Students participate in maintaining this environment in order to be comfortable taking risks with the language and expressing personal views. They are tolerant of other students' errors and opinions. When problems arise, they take part in finding solutions and applying them. They come to understand how they can contribute to discussions and learn from others' points of view.

With support from the teacher and peers, students regulate their development of the competencies by reflecting critically on their attitudes, language repertoire, strategies and resources. They examine their own processes and products as well as those of their peers to identify what worked well or did not. They take into account their own reflection as well as feedback provided by the teacher and their peers to better understand themselves as learners and to identify their strengths and weaknesses. Guided reflection helps them define their learning needs, set personal learning goals and determine the best means for attaining these goals. In order to participate in their ongoing evaluation, students use a variety of tools to keep traces of their learning (e.g. checklists, self- or peer-evaluation grids and portfolios).

Students *Cooperate with others* (CCC) in group work. All members of the group are responsible for their own contribution and are held individually accountable for their work. Students are more motivated to become involved in group tasks when they receive recognition and constructive feedback for their individual contribution. They develop a greater sense of responsibility to self and others, and are important members of the community of learners.

Role of the Teacher

**Integrated
Teaching-Learning-
Evaluating Context**

ESL teachers play a crucial role in helping students develop the CCCs and the ESL competencies. They are responsible for planning learning and evaluation situations that are complex, contextualized and meaningful. They cooperate with other teachers to develop interdisciplinary learning and evaluation situations. They ensure that students use and reuse language, the processes, strategies and resources necessary for the development of competencies in varied situations. Teachers guide and support students' learning and the development of their competencies. They expose them to the language and cultures of the English-speaking world by using culturally rich texts in class and providing opportunities to come into contact with English speakers (e.g. organizing a field trip to Ottawa, attending a play given in English, inviting a guest speaker to class). Teachers guide students while they discover English cultures and try to make connections to their own culture (e.g. reading a text on national holidays in New Zealand).

Teachers have a role to play in evaluating students' development of the ESL competencies. They use ongoing evaluation as a means to support students' learning throughout the cycle. They provide constructive feedback through a variety of tools such as rubrics, anecdotal notes and conferencing. Teachers also use evaluation to make judgments regarding the degree to which students have developed their competencies at the end of each year of the cycle.

As facilitators, teachers are observant pedagogues, ready to differentiate their teaching to adjust to the proficiency levels, needs, interests and learning styles of their students in order to allow them to learn and progress at their own rate. Teachers allow for student input regarding topics, tasks and ongoing evaluation. They work constructively with student diversity and draw upon its richness to contribute to the community of learners. They are committed to fostering motivation by helping students connect learning to the personal, social and academic aspects of their lives.

As models and guides, teachers speak English at all times and require students to use English as well.

Teachers are responsible for establishing a positive learning environment that allows students to build accuracy in their language repertoire in a way that does not impede risk-taking. Although the emphasis is on the meaning of the message, teachers help students increase accuracy by focusing on form (grammar) in context. To do so, teachers use corrective feedback techniques and provide form-focused activities.

As models and guides, teachers speak English at all times and require students to use English as well. They demonstrate appropriate use of language, processes

and resources. They teach strategies through modelling and elicitation. They guide students in their self-regulation by modelling metacognitive strategies. To help develop autonomy in language use, teachers provide much initial support as students experiment with new elements. They gradually decrease support until students feel comfortable using language, strategies and resources in new situations. Teachers demonstrate what it means to be lifelong learners of English (e.g. by sharing new expressions, favourite books and movies).

The following chart describes the main roles of the student and the teacher in the Core ESL classroom.

Role of the Student	Role of the Teacher
<ul style="list-style-type: none"> – Speaks English in all classroom situations – Takes risks with language and ideas – Interacts respectfully and cooperates with others – Participates in maintaining a positive learning environment – Develops an attitude of respect and openness to English cultures – Participates in some decisions regarding topics, tasks and ongoing evaluation – Carries out tasks with as much regard for the process as for the product – Demonstrates individual accountability when working with others – Requests and integrates feedback – Seeks to learn from the teacher’s and peers’ use of language, processes, strategies and resources – Regulates own competency development 	<ul style="list-style-type: none"> – Speaks English at all times – Encourages risk-taking – Establishes and nurtures a positive, interactive learning environment – Helps students discover English cultures – Allows for student input regarding topics, tasks and ongoing evaluation – Plans meaningful tasks, and learning and evaluation situations – Differentiates for learning and evaluation – Cooperates with other teachers to develop interdisciplinary learning and evaluation situations – Models use of language, processes, strategies and resources – Uses ongoing evaluation to support students’ learning and adjust pedagogical practices – Evaluates for recognition of competencies

Differentiation

Integrated Teaching-Learning- Evaluating Context

Differentiation means being responsive to the learning needs of all students in the ESL classroom—those with special interests, specific needs or

Differentiation means recognizing where students are in their learning and helping them maximize their growth by making adjustments in pedagogical practices to accommodate differences in readiness, interests and learning styles.

challenges, as well as those who are gifted and talented. It means recognizing where students are in their learning and helping them maximize their growth by making adjustments in pedagogical practices to accommodate differences in readiness, interests and learning styles. However, differentiation does not presume different tasks for each student. Rather, in order to be suitably challenged, all students need to work with tasks that offer different options, such as choice of topic, complexity, ways of expressing the final product and working arrangements. Teachers can differentiate content, process, product and learning environment.

Content

Teachers can differentiate the content—what students learn and where they get the information. For example, with input from students, teachers provide a choice of popular, literary and information-based texts for varying language levels, areas of interests, learning styles and influences of gender and culture. They can make a wide range of material resources available (e.g. teen magazines, DVDs, on-line encyclopedias) as a way of appealing to students' needs and interests.

Process

To differentiate process, teachers provide learning and evaluation situations that develop the same ESL competencies in all students, but with different levels of support and complexity. For example, they provide options within a learning and evaluation situation in order to be compatible with students' learning styles. They vary the length of time it may take to complete a task in order to provide additional support for a struggling student or to encourage

an advanced student to pursue a topic in greater depth. Teachers encourage students to adapt the response, writing and production processes and apply what works best for them in a given context.

Product

Differentiation can include the products students work on. For example, they can be given choices regarding the final form of a reinvestment task (e.g. a comic strip or a letter of complaint). Students can also be given options regarding the tools used for ongoing evaluation to assess their final products (e.g. portfolios, peer- or self-evaluation checklists or conferencing).

Learning Environment

Teachers can differentiate in the learning environment. They focus on students' interests and needs, and create a classroom atmosphere where new ideas and initiatives are encouraged. They organize the class to facilitate whole-class, small-group and individual work. When they are busy working with some students, teachers set routines that allow the other students to get help from different resources (e.g. dictionaries, the Internet, peers). Teachers take into account their own observations and students' reflections in order to support learning and adapt their teaching to be most effective (i.e. regulation).

Evaluation: An Integral Part of Learning

Integrated Teaching-Learning- Evaluating Context

Throughout Secondary Cycle Two, the teacher evaluates students' development of the three ESL competencies. Evaluation is an integral part of learning and is taken into account when planning learning and evaluation situations. Evaluation serves two distinct purposes: regulation of the development of competencies, and recognition of competencies at the end of each year of the cycle and for the certification of studies.

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Learning and Evaluation Situations

Integrated Teaching-Learning-Evaluating Context

Evaluation Criteria

The evaluation criteria represent the important aspects of the ESL competencies to be observed in order to evaluate their development, both throughout and at the end of the cycle. They are generic, and the teacher chooses one or more criteria to observe, according to the specific characteristics of the learning and evaluation situation. They are in neither hierarchical nor chronological order. They can refer to attitudes, processes, products, self-regulation and use of strategies and resources.

The teacher uses the criteria to create evaluation tools such as anecdotal notes³ and rubrics⁴ to gather information about students' development of the three competencies. The evaluation criteria are explained to students so that they know what is expected in a particular learning and evaluation situation, and are able to make appropriate adjustments. In keeping with the students' role of participating in their learning and ongoing evaluation, they can be more involved in the evaluation process by contributing to the creation of evaluation tools (e.g. a portfolio to evaluate students' participation in the writing process).

End-of-Cycle Outcomes

The ESL end-of-cycle outcomes are learning targets for the end of Secondary Cycle Two. They give a global portrait of what a competent Core ESL student, who meets the targets, is able to do. The outcomes describe how students demonstrate competency and under what conditions (e.g. in familiar contexts, students can communicate with a native English speaker who does not speak the students' first language). The teacher ensures that students are familiar with the end-of-cycle outcomes and uses them to guide progress throughout the cycle. The outcomes are one of the tools used to interpret results for the end-of-cycle report, which provides the basis for decisions related to the certification of studies.

3. Anecdotal notes are informal notes on students' learning, usually jotted down following direct observation.
4. Rubrics are grids that contain criteria to observe, a scoring scale and a description of each level of the scale stating what students can do or the characteristics of a final product.

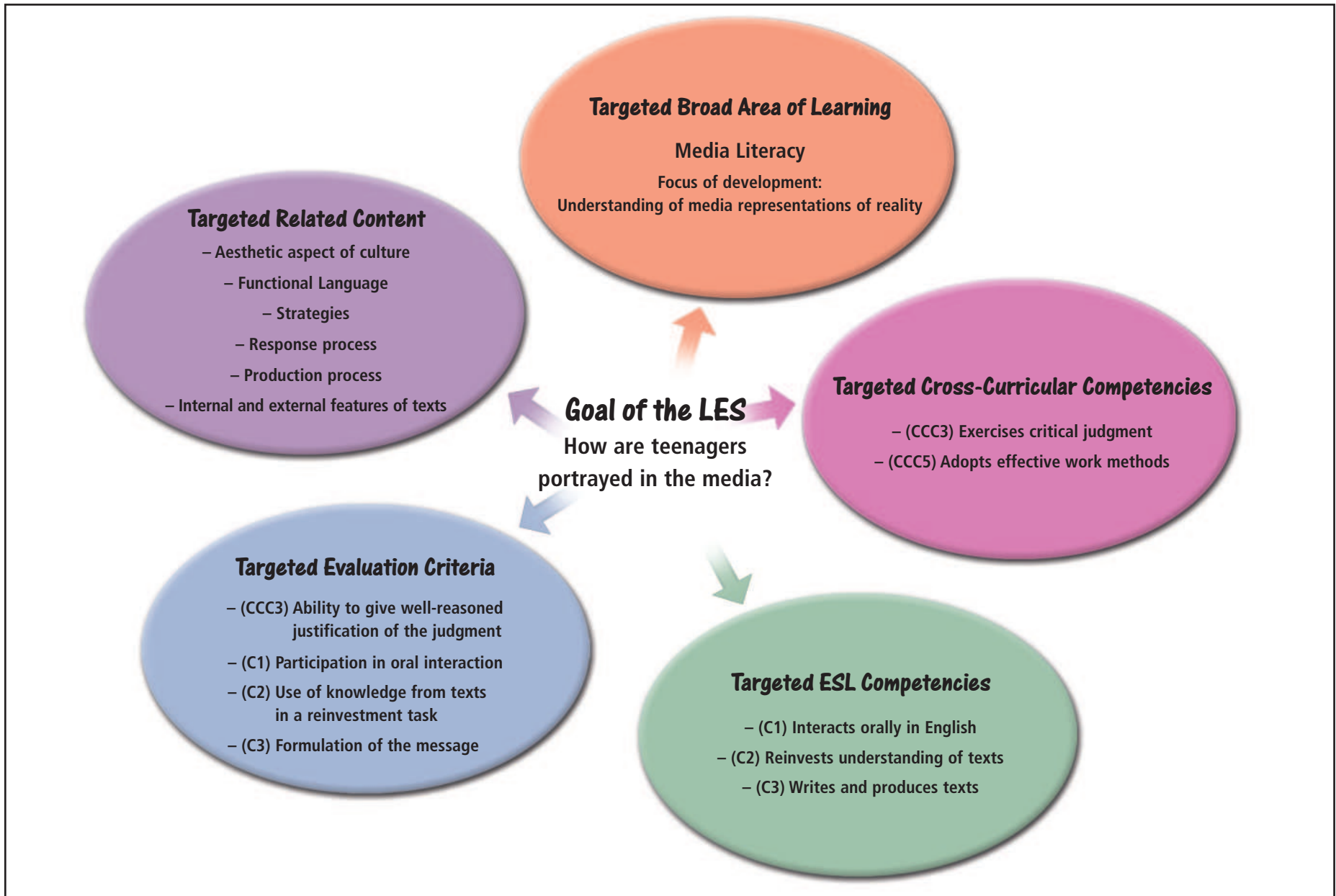
Learning and evaluation situations (LESs) are a set of related tasks that students must complete in order to reach a defined goal. They maximize opportunities to develop and evaluate one or more of the ESL competencies and the CCCs. These LESs may be disciplinary (i.e. developing the ESL competencies and the CCCs) or interdisciplinary (i.e. developing the ESL competencies, the CCCs and other subject competencies). LESs deal with issues drawn from the BALS; aspects of culture; students' needs, interests or experiences; or other subject areas. With input from students, the teacher makes decisions regarding content, form of products and ongoing evaluation. The teacher also considers which elements of the Related Content to include in the LESs (e.g. language repertoire: when students do not have the vocabulary or structures to accomplish a task, the teacher plans language-focus activities within the context of the situation). Whether teacher-directed or student-initiated, these situations are meaningful and interesting, and provide opportunities for students to interact in English and to cooperate with each other. The greater the appeal and relevance of the issue, the more students will make an effort to participate and communicate their viewpoint. The teacher and students use a variety of methods and tools (e.g. observation grids, quizzes, rubrics, portfolios) in order to carry out self-, peer- or teacher-evaluation, an integral part of LESs.

Learning and evaluation situations (LESs) are a set of related tasks that students must complete in order to reach a defined goal. They maximize opportunities to develop and evaluate one or more of the ESL competencies and the CCCs.

Essential Characteristics of a LES

- A learning and evaluation situation has the following characteristics:
- Presents a goal (question to be answered or problem to be solved)
 - Provides opportunities for oral interaction
 - Promotes cooperation
 - Is appropriate to students' age and level of language development
 - Is relevant to students
 - Is challenging and motivating
 - Exploits authentic texts
 - Integrates elements of the Related Content
 - Allows for differentiation
 - Requires self-regulation
 - Provides opportunities for transfer

Components of the example of a Core ESL LES: *Teens in the Media*



Example of a Core ESL LES: *Teens in the Media*

The following learning and evaluation situation is an example of how teachers can integrate the components of the PFEQ as they take into account the essential characteristics of a LES. The goal of this LES is to provide students the opportunity to form an opinion on how teenagers are represented in the media by reinvesting their understanding of a variety of media texts (e.g. TV commercials, newspaper articles, Web sites). Students cooperate to investigate how teenagers are represented in the media and compare that representation with their own reality. They then produce their own media text depicting how they think teens could be more realistically portrayed. Students come to know themselves better and gain an appreciation for how other teens live.

Teens in the Media and the Broad Areas of Learning

The LES *Teens in the Media* provides an occasion to explore real world issues drawn from the BAL *Media Literacy*. As students examine TV commercials, print advertisements, radio spots, etc. and create their own media texts, they develop critical judgment based on how the media represent teenagers. They also use their knowledge of media-related materials (e.g. digital camera, publishing software) and communication codes (e.g. sound, image) to produce media texts illustrating their own reality.

Teens in the Media and the Cross-Curricular Competencies

The CCC *Exercises critical judgment* is developed as students examine authentic media representations of teenagers and compare them to their own reality. They consider the information presented and evaluate its accuracy. The teacher observes the development of the competency through the evaluation criterion *ability to give well-reasoned justification of the judgment* as students look for stereotypes, gender bias, etc. in media texts and come to an informed opinion.

The CCC *Adopts effective work methods* is developed when students plan how to best produce their media texts. They adapt their approach according to the medium chosen and the message being expressed. They reflect on their production process in order to assess what was effective and what was not.

Teens in the Media and the ESL Competencies

Throughout the LES, the three ESL competencies are developed in synergy. Students interact orally in English, working in teams to carry out different

tasks such as deconstructing media texts, and brainstorming ideas for their own media texts. The evaluation criterion *participation in oral interaction* is used to observe the development of the competency. This can be done by the teacher or by the students themselves through peer-evaluation or using self-evaluation tools (e.g. an observation grid to provide feedback on students' commitment to using only English throughout the production process).

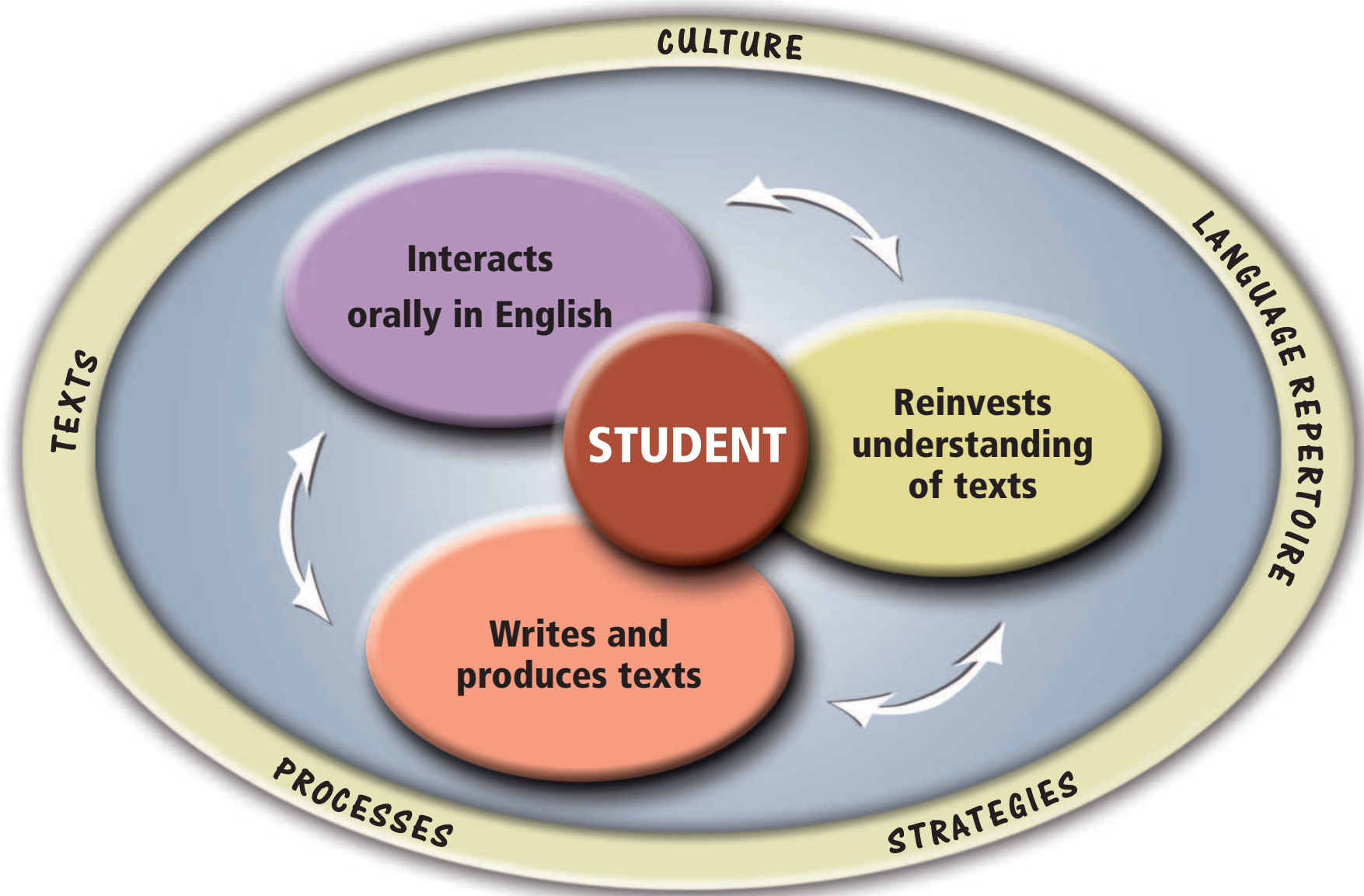
With support from the teacher and their peers, students examine a variety of authentic media texts representing teenagers. Through the use of the response process, they become familiar with some of the features of these texts (e.g. short, catchy sentences in teen magazine ads; music in TV commercials) in order to better understand media messages about teenagers. Students can then reinvest their understanding by creating their own media texts. The teacher observes the development of the competency through the evaluation criterion *use of knowledge from texts in a reinvestment task* to assess how the knowledge of text features (e.g. language, text components) acquired from different media texts helped students create their own production.

Before producing their own media text depicting how they think teens can be more realistically portrayed, students determine the message they wish to express. They then decide on the medium and what type of language would best achieve their purpose and reach their audience. They can make a storyboard for a short film, write a script for a radio spot, design a poster, etc. Prior to presenting a final version of their media text, students make adjustments, taking others' feedback into account. The teacher observes the development of the competency through the evaluation criterion *formulation of the message*. The teacher and students may create a rubric to evaluate the accuracy of the language repertoire in students' media texts.

Teens in the Media and Differentiation

Teachers can use differentiation during this LES to accommodate students' needs and interests. Instead of examining a variety of media texts, students could concentrate on only one type (e.g. TV commercials, Internet advertisements). Teachers can encourage students to create media texts that best suit their learning styles (e.g. poster for visual students, magazine article for students who like writing). Teachers can also allow students additional time for more complex productions (e.g. filming a short TV commercial).

English as a Second Language, Core Program



COMPETENCY 1 Interacts orally in English

Focus of the Competency

Interacts orally in English is the cornerstone of the Core ESL program: constant interaction plays a central role in the development of all aspects of communicative competence. It helps students develop the confidence they need to communicate with English speakers in social contexts, in the workplace and while exploring the world. Students and the teacher use English as the language of communication in the classroom for all personal, social and task-related purposes. Within a community of learners, students interact in English to work cooperatively with one another to share ideas and information, build knowledge and carry out tasks. Learning

Students and the teacher use English as the language of communication in the classroom for all personal, social and task-related purposes.

and evaluation situations dealing with issues drawn from the BALs provide frequent opportunities to interact in English for different purposes and to develop the CCCs. For example, students interact in English when they discuss their goals to achieve a healthier lifestyle (BAL: *Health and Well-Being*, CCC: *Achieves his/her potential*).

Interacts orally in English is developed in synergy with the two other ESL competencies. It contributes to both the development of *Reinvests understanding of texts* (e.g. students share what they find interesting in a short story and then reinvest understanding by discussing other possible endings) and *Writes and produces texts* (e.g. students request feedback when editing a written text; they interact with others to produce a class Web page). Through the development of this competency, students experiment with and expand their language repertoire and build on their knowledge of strategies and resources. Interacting orally in English allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

In the Secondary Cycle One Core ESL Program, students developed a certain level of fluency by participating regularly in structured oral interaction as well as in some spontaneous conversation in the classroom. They used an

expanding language repertoire to express personalized messages in simple sentences. They made use of functional language, strategies and resources to communicate messages pertinent to the requirements of tasks. They also began exploring issues related to their needs, interests and experiences, both inside and outside the classroom.

In Secondary Cycle Two, students explore increasingly complex issues and ideas. They continue to develop fluency and accuracy in more spontaneous conversations. They are more comfortable taking risks and use communication strategies with increasing autonomy. They contribute to the quality of group discussions by interacting respectfully and demonstrating openness to others' viewpoints.

Description of the Key Features of Competency 1

The competency *Interacts orally in English* unfolds through the following key features: engages in oral interaction, constructs meaning of the message and regulates own development as communicator. These key features are the main aspects of the competency and describe students' actions as they develop this competency. The key features are interdependent, nonsequential and work together in synergy.

Engages in oral interaction

In the Secondary Cycle Two Core ESL program, students speak English in all classroom situations as they continue to develop fluency. Fluency involves producing stretches of well-structured speech that flow easily and smoothly with little hesitation when searching for words. They actively participate in oral interaction such as role-playing, problem solving, and guided discussions. They interact regularly and spontaneously to fulfill their personal, social and task-related needs, and continue to develop a willingness to interact in English. They cooperate by contributing to discussions and showing support for one another's learning (e.g. providing feedback). They engage in oral interaction for a variety of purposes (e.g. express feelings, explain and

inquire). When discussing more complex issues, they elaborate on and share their ideas, support their opinions and explain their personal viewpoints. They also seek to use an accurate language repertoire (e.g. vocabulary, grammar, pronunciation, intonation) to suit the purpose, audience and demands of the task. When interacting, students take risks using language and expressing ideas, opinions and experiences. They continue to build an inventory of strategies (e.g. lower anxiety) and resources (e.g. personal bank of expressions), using them to cope with more challenging communicative situations. Oral interaction takes place in an atmosphere of trust where students communicate respectfully with others (e.g. using functional language for interrupting and disagreeing politely).

Constructs meaning of the message

Students construct the meaning of messages communicated by others during oral interaction. They actively listen to others by using strategies such as directing attention to the speaker, or recasting to verify understanding. They consider the context when interpreting a message (e.g. purpose and other speaker). They take into account subtleties of the language (e.g. idiomatic expressions and jokes). They recognize the influence of intonation and body language on the meaning of the message. In discussions, students demonstrate openness to others' viewpoints and begin to consider how diverse perspectives may validate or enrich their own personal understanding. They *Exercise critical judgment (CCC)*: they form an opinion based on facts; and they communicate and justify their position. They verify their understanding, seek ways to clarify meaning, and readjust their comprehension, when necessary, by using different strategies (e.g. ask questions) and resources (e.g. peers).

Regulates own development as communicator

Students regulate their own development as communicators—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses. They gradually build the self-knowledge they need to become more effective and autonomous ESL communicators. Guided by the teacher, they set short- and long-term personal learning goals and persevere

in attaining them (e.g. they make a conscious effort to speak English in the ESL classroom). Students can prepare for oral interaction (e.g. they review their inventory of communication strategies). As they interact, they notice some of their errors and attempt to correct them. With help from the teacher, students reflect on their language repertoire, strategies and resources. They also examine how they use language and observe social conventions (e.g. turn taking) to help foster respectful interaction. They request and integrate constructive feedback in order to better understand themselves as learners. They make the necessary adjustments to ensure continued development in English. Students recognize the importance of using metacognitive strategies and seek or create practice opportunities when they take advantage of situations outside the classroom to speak English.

Evaluating Competency 1

When evaluating the development of the competency *Interacts orally in English*, teachers use the evaluation criteria. They observe students' participation in oral interaction (e.g. commitment to speaking English at all times, contribution to oral interaction, perseverance in oral interaction). They observe the content of the message (e.g. coherence and pertinence of the message, elaboration of ideas) and the articulation of the message (e.g. fluency, accuracy). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

Key Features of Competency 1

Engages in oral interaction

Speaks English in all classroom situations
 • Contributes to discussions • Elaborates on ideas and personal viewpoints • Seeks to use an accurate language repertoire to suit the context • Facilitates communication through respectful interaction • Uses strategies and resources

Constructs meaning of the message

Actively listens to speaker • Takes context into account
 • Takes subtleties of the language into account • Takes other viewpoints into account • Verifies understanding and readjusts comprehension, when necessary • Uses strategies and resources

Interacts orally in English

Regulates own development as communicator

Sets short- and long-term personal learning goals • Monitors own oral interaction with others • Reflects on language repertoire, strategies and resources • Requests and integrates constructive feedback • Makes adjustments for continued language development

End-of-Cycle Outcomes for Competency 1

Participation in oral interaction

By the end of Secondary Cycle Two, students demonstrate willingness to interact orally in English. They speak English in class at all times with a certain degree of confidence. Students contribute to oral interaction when they cooperate with others to share ideas and opinions. They take risks with language and persevere, even when they make errors.

Content of the message

In familiar contexts, students can communicate with a native English speaker who does not speak the students' first language. The content of students' messages is coherent, pertinent to the topic, and reflects their cognitive maturity. They elaborate on a variety of issues and ideas and support their viewpoints. Students consider the audience (i.e. other speakers) and purpose in order to interact appropriately.

Articulation of the message

Students pay attention to the articulation of the message. They have a good command of functional language and use it in all contexts within the classroom. Students produce language that is relatively fluent—they produce some stretches of well-structured speech that flow easily and smoothly with little hesitation when searching for words. They use some complex sentence structures and idiomatic expressions. They have achieved a level of accuracy in their language repertoire (e.g. vocabulary, grammar, intonation, pronunciation) such that errors do not impede understanding of their messages.

Management of strategies and resources

Students make a conscious effort to improve this competency. With some support from peers and the teacher, students manage their strategies and resources: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. With some help, students regulate their development as communicators. Students are resourceful ESL learners, equipped with strategies needed for lifelong learning.

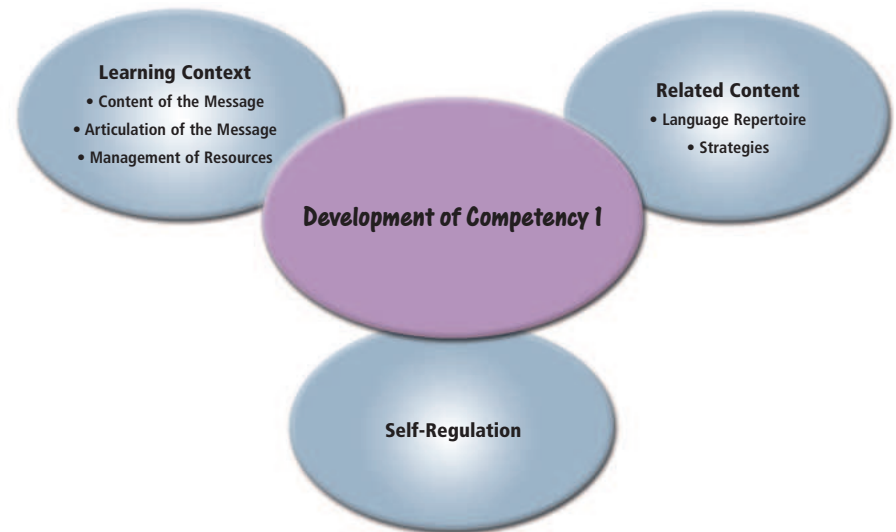
Evaluation Criteria for Competency 1

- Participation in oral interaction
- Content of the message
- Articulation of the message
- Management of strategies and resources

Development of Competency 1


When planning LESs to enable students to progress in their development of the competency *Interacts orally in English*, teachers take into account the following parameters: the learning context, the elements of the Related Content to be mobilized and self-regulation. The following charts describe the level of complexity of each parameter and the elements therein, and provide some examples. They also describe the level of assistance provided by the teacher to ensure students' progression throughout the cycle.

To adjust the complexity of LESs, teachers strike a balance among the elements of all the parameters in order to establish an appropriate, overall challenge for students at different stages of competency development. For example, in Year One of the cycle, a task with a familiar topic and audience and teacher-provided resources may have a more complex purpose, call for a higher level of language and require teacher support with self-regulation. As the three ESL competencies are developed in synergy, when teachers plan LESs that focus on the development of *Interacts orally in English*, they keep in mind that, usually, at least one of the other two competencies is also activated.



LEARNING CONTEXT: Content of the Message

To plan oral interaction within the targeted range throughout the cycle, teachers take into account the level of complexity of the following elements. Some examples are provided.

Year One	Year Two	Year Three
<p>Familiar/More Simple</p> <p>Topic/information</p> <ul style="list-style-type: none"> – students’ experiences, concerns, interests – immediate environment – everyday needs – own culture <p>Audience (i.e. other speakers)</p> <ul style="list-style-type: none"> – peers – teachers <p>Purpose</p> <ul style="list-style-type: none"> – to explain instructions – to ask questions 		<p>Unfamiliar/More Complex</p> <p>Topic/information</p> <ul style="list-style-type: none"> – students have little prior knowledge – complex issues – abstract ideas – other cultures <p>Audience (i.e. other speakers)</p> <ul style="list-style-type: none"> – people that students do not know – people from different cultural backgrounds <p>Purpose</p> <ul style="list-style-type: none"> – to express viewpoints – to support an opinion

LEARNING CONTEXT: Articulation of the Message

Development
of Competency 1

To plan oral interaction within the targeted range throughout the cycle, teachers take into account the level of complexity of the required language repertoire. Some examples are provided.

Year One	Year Two	Year Three
<p>More Simple</p> <p>Message . . .</p> <ul style="list-style-type: none"> – contains simple sentence structures – has adequate vocabulary and functional language – shows satisfactory pronunciation and intonation of targeted functional language and vocabulary – integrates targeted grammar 		<p>More Complex</p> <p>Message . . .</p> <ul style="list-style-type: none"> – contains some complex sentence structures and idiomatic expressions – includes correct use of functional language – contains some errors (vocabulary, intonation, pronunciation, grammar) that do not impede comprehension

LEARNING CONTEXT: Management of Resources

Development
of Competency 1

Throughout the cycle, teachers anticipate the material and human resources students need to manage in order to interact orally, as well as the level of assistance students are to be provided. Some examples are given.

Year One	Year Two	Year Three
<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides material resources and models how to use them (e.g. functional language references, language prompts) – structures individual, pair and group work (e.g. assigns roles and tasks) – establishes timelines 		<p>The teacher . . .</p> <ul style="list-style-type: none"> – suggests a variety of resources – encourages students to use their prior knowledge – helps students organize their team work and timelines – encourages students to serve as resources for each other when they interact orally

**Development
of Competency 1**

RELATED CONTENT

Throughout the cycle, teachers anticipate the elements of the Related Content students need to mobilize in order to interact orally, as well as the level of assistance students are to be provided.

	Year One	Year Two	Year Three
Language Repertoire	<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides functional language and models of interaction – explicitly teaches grammar, intonation, pronunciation and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – makes suggestions for functional language and vocabulary – explicitly teaches grammar, intonation and pronunciation through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire
Strategies – Cognitive – Communication – Social/Affective	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies

SELF-REGULATION

Development of Competency 1

Teachers provide frequent opportunities for students to reflect on their learning and on how effectively they cooperate with others. They regularly give feedback on this reflection and ensure that students keep traces of their learning and self-regulation (e.g. self- and peer-evaluation). Throughout the cycle, teachers move from structuring the conditions for self-regulation to providing support, when needed, in students' management of metacognitive strategies. Some examples are provided.

Year One	Year Two	Year Three
<p>The teacher . . .</p> <ul style="list-style-type: none">– explicitly teaches metacognitive strategies– provides resources (e.g. functional language, prompts, guiding questions, evaluation tools) for self-regulation– models how to use resources– ensures students set short- and long-term learning goals– follows up on students' efforts to attain learning goals		<p>The teacher . . .</p> <ul style="list-style-type: none">– elicits students' use of metacognitive strategies– makes suggestions for resources and alternative strategies– helps students notice and correct their errors– helps students analyze the effectiveness of their strategies– encourages students to talk about their learning

Focus of the Competency

The competency *Reinvests understanding of texts* gives students the opportunity to use and integrate newly acquired knowledge. They listen to, read and view a variety of authentic popular, literary and information-based texts in order to explore ideas and issues associated with the cultures of the English-speaking world, as well as for personal enjoyment. They construct meaning of texts through the response process. They make use of their understanding of these texts in meaningful reinvestment tasks. Learning and evaluation situations dealing with issues drawn from the BALs provide frequent opportunities to reinvest understanding of texts and to develop the CCCs. For example, students discuss their understanding of a TV news report on an international conflict and propose a list of possible solutions in a reinvestment task (BAL: *Citizenship and Community Life*, CCC: *Solves problems*).

Students construct meaning of texts through the response process. They make use of their understanding of these texts in meaningful reinvestment tasks.

Reinvests understanding of texts is developed in synergy with the two other ESL competencies. It contributes to the development of both *Writes and produces texts* (e.g. students carry out a reinvestment task when they write a presentation letter or produce a short promotional film of themselves to answer a want ad) and *Interacts orally in English* (e.g. students cooperate and discuss with peers when they use the response process to construct meaning of texts). Through the development of this competency, students broaden their knowledge of texts, expand their language repertoire, and build on their inventory of strategies and resources. Reinvesting understanding of texts allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

In the Secondary Cycle One Core ESL program, students worked with the different text types (popular, literary and information-based). They constructed meaning of texts using the response process in an exploratory way. With support from their peers and the teacher, they used knowledge from texts to carry out a variety of reinvestment tasks.

In Secondary Cycle Two, students continue to listen to, read and view a variety of authentic texts. They use the response process more confidently and draw upon their knowledge of the internal and external features of texts (see Texts) to deepen their understanding. As students construct meaning of texts, they expand their language repertoire. They also take more risks in expressing their ideas and viewpoints. With some help from the teacher, students carry out reinvestment tasks and develop the CCC *Uses information*. They become more autonomous as they research and choose texts themselves, and participate in the planning of reinvestment tasks and in the decision of the final form of these tasks.

Description of the Key Features of Competency 2

The development of the competency *Reinvests understanding of texts* unfolds through the following key features: broadens knowledge of texts, constructs meaning of texts, carries out a reinvestment task and regulates own development as listener, reader and viewer. These key features are the main aspects of the competency and describe students' actions as they develop this competency. The key features are interdependent, nonsequential and work together in synergy.

Broadens knowledge of texts

To broaden their knowledge of texts, students listen to, read and view a variety of authentic popular, literary and information-based texts. Texts are appropriate to their age, interests and level of English language development (e.g. short stories, on-line magazines, comic strips). Some topics may deal with complex issues and abstract ideas. Students explore media texts and come to understand the importance and influence of these texts on their lives. They build on the knowledge of texts they have acquired from Secondary Cycle One ESL, *Français, langue d'enseignement* and their personal experience outside the classroom. As they expand their knowledge of the internal and external features of texts, students use an inventory of strategies

(e.g. predict) and resources (e.g. previous texts). Internal features refer to what the text contains in terms of topic/information, language and text components (e.g. in a booklet on how to use a cell phone: technical jargon, step-by-step instructions and diagrams). External features refer to how the text is situated in context by considering its intended purpose and audience, as well as its cultural references (e.g. a Web site informing teenagers of an upcoming music concert in an English-speaking country). Students take into account how texts may carry cultural significance (e.g. after watching a documentary on educational systems in other countries, they compare their school system with that of another culture).

Constructs meaning of texts

Students construct meaning of a variety of authentic texts by using the response process: exploring the text, establishing a personal connection with the text and generalizing beyond the text (see Response Process). They spend time exploring a text individually in order to come to an initial understanding. They consider the text's internal and external features (e.g. activate prior knowledge about the topic and text components). They use other learning strategies such as skim to get the general idea, or infer meaning from visual cues to support understanding. They accept not being able to understand all words and ideas. As they work with the text, students constantly verify their understanding and seek ways to clarify it. Students leave traces of their understanding by recording information and their thoughts, impressions and questions through various means (e.g. response journal, graphic organizer). To deepen their understanding, they *Cooperate with others* (CCC) by sharing their initial responses with peers and negotiating meaning. They also *Exercise critical judgment* (CCC) by forming an opinion about the text, expressing and comparing their viewpoints, and adjusting their position, if necessary. They establish a personal connection to the text through their own or someone else's experience, and generalize beyond the text to address issues at a broader, more general level. Students support their responses by making clear links to the text (e.g. they refer to a specific passage in a magazine article to support their understanding). As they construct meaning of texts, students expand their language repertoire (e.g. new vocabulary and grammar structures) and use strategies and resources (e.g. pay selective attention, peers).

Carries out a reinvestment task

After students have come to an understanding of texts, they reinvest their understanding by selecting, organizing and adapting knowledge from texts (i.e. internal and external features) in meaningful reinvestment tasks that reflect their needs, interests and strengths. A brief reinvestment task can involve students discussing alternative endings to a story. A more elaborate reinvestment task can involve them producing a Web site promoting children's rights around the world. These tasks are carried out through *Interacts orally in English* and *Writes and produces texts*, thus reinforcing the interdependence of the three ESL competencies. Students consider all aspects of a reinvestment task when they draw upon the CCC *Adopts effective work methods* to determine the goal of the reinvestment task, identify available resources and plan how to carry out the task. Students make clear links between the reinvestment task and the texts they have listened to, read and viewed, ensuring the knowledge they are reinvesting is true to the original texts. They use strategies (e.g. use semantic mapping, recombine) and resources (e.g. computer software, digital camera) that are appropriate to the task.

Regulates own development as listener, reader and viewer

Students regulate their own development as listeners, readers and viewers of texts—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses. They gradually build the self-knowledge they need to become more effective and autonomous listeners, readers and viewers of English texts. Guided by the teacher, they set short- and long-term personal learning goals and persevere in attaining them (e.g. watch a weekly TV program in English). With help from the teacher, students reflect on their language repertoire, strategies, resources and knowledge of texts. They also examine their own and their peers' use of the response process and the planning of reinvestment tasks. They request and integrate constructive feedback in order to better understand themselves as learners. They make the necessary adjustments to ensure continued development in English. Students recognize the importance of using metacognitive strategies and seek or create practice opportunities when they take advantage of situations outside the classroom to listen to, read and view texts in English.

Evaluating Competency 2

When evaluating the development of the competency *Reinvests understanding of texts*, teachers use the evaluation criteria. They observe students' participation in the response process (e.g. perseverance in trying to understand texts, sharing responses with others). They observe evidence of understanding of texts (e.g. answers to guiding questions, use of appropriate prompts, clear links between responses and texts) and the use of knowledge from texts in a reinvestment task (e.g. selection, organization and adaptation of internal and external features of texts, clear links between the reinvestment task and original texts). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

Key Features of Competency 2

Broadens knowledge of texts

Listens to, reads and views a variety of authentic popular, literary and information-based texts

- Expands knowledge of the internal and external features of texts
- Considers the influence of media texts
- Takes into account the cultural significance of texts
- Uses strategies and resources

Constructs meaning of texts

Uses the response process

- Tolerates ambiguity
- Takes into account the internal and external features of texts
- Links response to texts
- Expands language repertoire
- Uses strategies and resources

Reinvests understanding of texts

Regulates own development as listener, reader and viewer

Sets short- and long-term personal learning goals

- Reflects on use of response process, and on reinvestment tasks, language repertoire, strategies and resources
- Requests and integrates constructive feedback
- Makes adjustments for continued language development

Carries out a reinvestment task

Selects, organizes and adapts knowledge from texts

- Considers all aspects of a reinvestment task
- Makes clear links between the reinvestment task and texts
- Uses strategies and resources

Evaluation Criteria for Competency 2

- Participation in the response process
- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task
- Management of strategies and resources

End-of-Cycle Outcomes for Competency 2

Participation in the response process

By the end of Secondary Cycle Two, students have developed a positive attitude to listening to, reading and viewing authentic texts in English and to constructing meaning of texts with others through the response process. With some support from the teacher and peers, they persevere in trying to understand texts. They take risks when sharing their responses and keep an open mind to others' responses. Students cooperate with others when they share their ideas and opinions.

Evidence of understanding of texts

Students listen to, read and view a variety of authentic texts appropriate to their age, interests and level of language development. Topics deal occasionally with complex issues and abstract ideas. With some support from the teacher and peers, they construct meaning of texts through effective use of the response process and by taking into account the internal and external features of texts. They formulate responses that are clearly linked to texts. They explore texts individually and with others, establish meaningful personal connections to texts and make appropriate generalizations to consider issues in a broader light.

Use of knowledge from texts in a reinvestment task

Students reinvest knowledge from texts in a variety of reinvestment tasks. With some support from peers and the teacher, they select, organize and adapt knowledge from texts (i.e. internal and external features) in reinvestment tasks. These tasks are relevant and show clear links to the original texts.

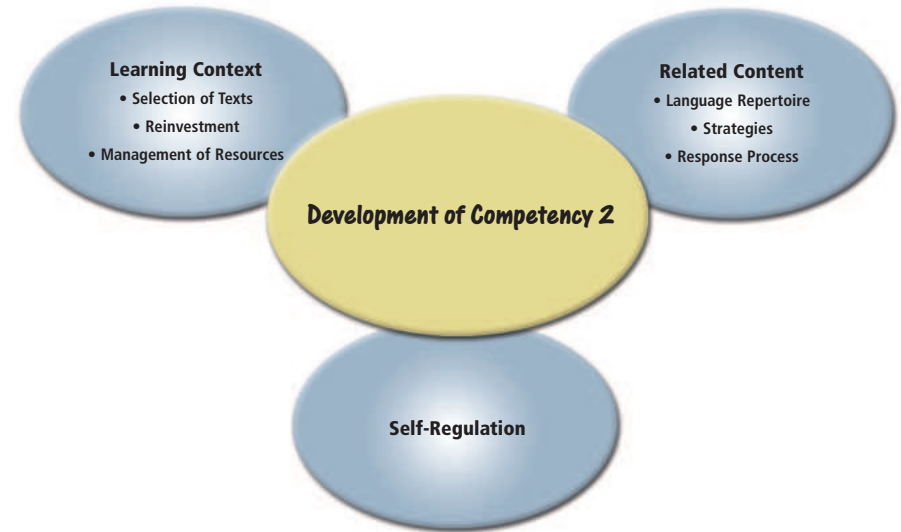
Management of strategies and resources

Students make a conscious effort to improve this competency. With some support from peers and the teacher, students manage their strategies and resources: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. With some help, students regulate their development as listeners, readers and viewers. Students are resourceful ESL learners, equipped with strategies needed for lifelong learning.

Development of Competency 2

When planning LESs to enable students to progress in their development of the competency *Reinvests understanding of texts*, teachers take into account the following parameters: the learning context, the elements of the Related Content to be mobilized and self-regulation. The following charts describe the level of complexity of each parameter and the elements therein, and provide some examples. They also describe the level of assistance provided by the teacher to ensure students' progression throughout the cycle.

To adjust the complexity of LESs, teachers strike a balance among the elements of all the parameters to establish an appropriate, overall challenge for students at different stages of competency development. For example, in Year One of the cycle, teachers provide students with resources to respond to texts that have familiar topics and simple text components, while the reinvestment task may be more complex. As the three ESL competencies are developed in synergy, when teachers plan LESs that focus on the development of *Reinvests understanding of texts*, they keep in mind that, usually, at least one of the other two competencies is also activated.



LEARNING CONTEXT: Selection of Texts

**Development
of Competency 2**

Throughout the cycle, teachers take into account the complexity of the internal and external features of the texts students listen to, read and view.

	Year One	Year Two	Year Three
Internal Features	<ul style="list-style-type: none"> – More concrete, familiar topic/information – More simple language – More simple text components 		<ul style="list-style-type: none"> – More abstract, unfamiliar topic/information – More complex language – More complex text components
External Features	<ul style="list-style-type: none"> – More simple purpose – More familiar audience – More familiar culture 		<ul style="list-style-type: none"> – More complex purpose – Unfamiliar audience – Unfamiliar culture


LEARNING CONTEXT: Reinvestment

**Development
of Competency 2**

Throughout the cycle, teachers ensure that students select, organize and adapt the internal and external features of texts in meaningful reinvestment tasks. They also ensure students make clear links between reinvestment tasks and the texts they have listened to, read and viewed. At the beginning of the cycle, teachers select the internal and external features which students reinvest. As students progress during the cycle, teachers allow for more student input in selecting the text features to be reinvested.

LEARNING CONTEXT: Management of Resources

Throughout the cycle, teachers anticipate the material and human resources students need to manage in order to reinvest understanding of texts, as well as the level of assistance students are to be provided. Some examples are given.

Year One	Year Two	Year Three
<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides material resources and models how to use them in order to help students respond to texts (e.g. guiding questions and prompts, response journals) – provides students with examples of reinvestment tasks and helps them determine their own – models how to carry out reinvestment tasks – structures individual, pair and group work (e.g. assigns roles and tasks) – establishes timelines 		<p>The teacher . . .</p> <ul style="list-style-type: none"> – suggests a variety of resources – encourages students to use their prior knowledge – helps students organize their team work and timelines – elicits examples of reinvestment tasks from students – encourages students to serve as resources for each other when they respond to texts and carry out reinvestment tasks

RELATED CONTENT

Development of Competency 2

Throughout the cycle, teachers anticipate the elements of the Related Content students need to mobilize in order to reinvest understanding of texts, as well as the level of assistance students are to be provided.

	Year One	Year Two	Year Three
Language Repertoire	<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides functional language – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides functional language – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire
<p>Strategies</p> <ul style="list-style-type: none"> – Cognitive – Communication – Social/Affective 	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies
Response Process	<ul style="list-style-type: none"> – structures prereading, listening, viewing activities – models each phase of the response process 	<ul style="list-style-type: none"> – structures prereading, listening, viewing activities – ensures students use and adapt the response process 	<ul style="list-style-type: none"> – suggests different prereading, listening, viewing activities – ensures students use and adapt the response process

SELF-REGULATION (See Self-regulation - Development of Competency 1)

Development of Competency 2

COMPETENCY 3 Writes and produces texts

Focus of the Competency

The competency *Writes and produces texts*⁵ gives students an additional means to communicate in English with people from all over the world, for example, through letters they write to e-pals and texts they produce for personal Web sites. This kind of communication provides an authentic

The competency Writes and produces texts gives students an additional means to communicate in English and provides them with an authentic purpose for writing and producing texts, as well as a real audience to address.

purpose for writing and producing texts, as well as a real audience for students to address. To help students further understand how texts are constructed, they draw upon the BAL *Media Literacy*, becoming better informed, critical consumers of ideas, information and culture. The writing and production processes are essential to the development of this competency and give students a framework to write and produce texts. They are also better able to communicate their own viewpoints and effectively express their messages by producing texts using various media. Learning and evaluation situations dealing with issues drawn from the BALS provide frequent opportunities to write and produce texts and to develop the CCCs. For

example, when students produce a radio program discussing teen consumer habits, they take into account factors that may facilitate communication with their audience (BAL: *Environmental Awareness and Consumer Rights and Responsibilities*, CCC: *Communicates appropriately*).

Writes and produces texts works in synergy with the two other ESL competencies. It contributes to the development of both *Reinvests understanding of texts* (e.g. students write and produce texts to reinvest understanding, such as when they express their personal viewpoint about an event from the news) and *Interacts orally in English* (e.g. when working

5. A written text is composed only of the written/printed word and is the result of the writing process. A media text can be presented through a variety of media, such as audio, visual, digital, and is the result of the production process.

on a production, students cooperate and discuss different media best suited to their purpose and audience). Through the development of this competency, students broaden the repertoire of texts they write and produce. They also build on their language repertoire and their inventory of strategies and resources. Writing and producing texts allow students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

Throughout Elementary and Secondary Cycle One, students became familiar with using the writing process in *Français, langue d'enseignement* and ESL classes. In the Secondary Cycle One Core ESL program, students wrote and produced different types of texts and began to demonstrate their creativity. Over time, they experimented with various texts, models and tools (e.g. mind maps, outlines, checklists, storyboards), and adapted the processes to suit a given context.

In Secondary Cycle Two, students continue to broaden their repertoire of texts and to experiment with the writing and production processes. They adapt the processes to tasks and use them with increasing efficiency. With support from peers and the teacher, they continue to build an inventory of strategies and resources to help them express messages in writing or through media texts. They are also better able to write and produce more accurate and effective texts as they continue to develop their creativity.

Description of the Key Features of Competency 3

The development of the competency *Writes and produces texts* unfolds through the following key features: broadens repertoire of texts, uses the writing and production processes and regulates own development as writer and producer. These key features are the main aspects of the competency and describe students' actions as they develop this competency. The key features are interdependent, nonsequential and work together in synergy.

Broadens repertoire of texts

To develop this competency, students need frequent opportunities to write and produce a variety of popular, literary and information-based texts for different purposes (i.e. to express, inform and direct) and audiences (e.g. friends, peers, community members). They explore and elaborate on personal and familiar topics, and some abstract ideas. They expand their knowledge of the internal and external features of texts (see Texts). For example, when writing a school newspaper article on lowering the voting age, they use appropriate headings and vocabulary in order to persuade their audience; when producing a poster to inform teenagers about an upcoming event, they use short, catchy sentences and supporting images to appeal to their audience. Students build on their inventory of writing and production resources (e.g. graphic organizers, outlines, checklists, storyboards) and *Use information and communications technologies* (CCC) appropriate to the task.

Uses the writing and production processes

Before engaging in the writing and production processes, students take time to deconstruct texts (i.e. they examine and compare similarities and differences in texts) and recognize patterns that can serve as models for their own texts. The writing process has five phases: preparing to write, writing the draft, revising, editing and publishing (see Writing Process). The production process has three phases: preproduction, production and postproduction (see Production Process). Working individually and with others, and taking into account their personal learning styles, students adapt the processes to suit the task. Students need frequent opportunities to practise each phase of the processes, all the while supported by the teacher and peers. Students take time to prepare to write and produce, and they elaborate on their ideas and viewpoints in pertinent, original texts. They seek to use an accurate language repertoire to express themselves on topics that relate to their interests, needs, experiences and concerns. Students use strategies (e.g. plan, take notes) and resources (e.g. models of texts, checklists for editing and revising) appropriate to the task.

Regulates own development as writer and producer

Students regulate their own development as writers and producers of texts—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses. They gradually build the self-knowledge they need to become more effective and autonomous writers and producers of English texts. Guided by the teacher, they set short- and long-term personal learning goals, and persevere in attaining them (e.g. using a variety of resources to edit texts). Students plan how to carry out tasks. As they work, they notice some of their errors and attempt to correct them. With help from the teacher, students reflect on their language repertoire, strategies and resources. They also examine their use of the writing and production processes and their final products, as well as those of their peers. They request and integrate constructive feedback in order to better understand themselves as learners. They make the necessary adjustments to ensure continued development in English. Students recognize the importance of using metacognitive strategies and seek or create practice opportunities when they take advantage of situations outside the classroom to write and produce texts in English.

Evaluating Competency 3

When evaluating the development of the competency *Writes and produces texts*, teachers use the evaluation criteria. They observe students' participation in the writing and production processes (e.g. perseverance in using and adapting the processes, openness to other points of view). They observe the content of the message (e.g. coherence and pertinence of the message, elaboration and originality of ideas) and the formulation of the message (e.g. accuracy of language repertoire, use of text components). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

Key Features of Competency 3

Broadens repertoire of texts

Writes and produces a variety of texts for different purposes and audiences • Expands knowledge of the internal and external features of texts • Builds on inventory of writing and production resources

Uses the writing and production processes

Deconstructs texts • Adapts processes to tasks
• Elaborates on ideas and personal viewpoints
• Seeks to use an accurate language repertoire
• Uses strategies and resources

Writes and produces texts

Regulates own development as writer and producer

Sets short- and long-term personal learning goals • Reflects on process and product, language repertoire, strategies and resources • Requests and integrates constructive feedback • Makes adjustments for continued language development

End-of-Cycle Outcomes for Competency 3

Participation in the writing and production processes

By the end of Secondary Cycle Two, students have developed a positive attitude towards writing and producing texts in English. With some support from the teacher and peers, they use and adapt the writing and production processes to suit the task. They persevere, even when faced with challenges, and take risks with language. Students cooperate and are open to other viewpoints during the writing and production processes.

Content of the message

Students write and produce a variety of texts for different purposes and audiences. Their texts can be understood by a native English speaker who does not understand the students' first language. The content of their message is pertinent to the topic, and the ideas are coherent. With some support from the teacher and peers, they explore and elaborate on personal and familiar topics, and some abstract ideas, and justify their viewpoints. Students demonstrate their cognitive maturity and originality in the content of their texts. They write and produce texts that correspond to the requirements of the task or to their personal intention.

Formulation of the message

Students pay attention to the formulation of the message when writing and producing texts (i.e. accuracy of language repertoire and use of text components). They use vocabulary and some idiomatic expressions appropriate to the context. They make correct use of language conventions in most situations (e.g. word order, agreement, spelling, capitalization and punctuation). Their texts include simple and some complex sentence structures, and demonstrate adequate use of text components. Errors of formulation may occur; however, these errors do not impede understanding.

Management of strategies and resources

Students make a conscious effort to improve this competency. With some support from peers and the teacher, they manage their strategies and resources: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. With some help, students regulate their development as writers and producers. Students are resourceful ESL learners, equipped with strategies needed for lifelong learning.

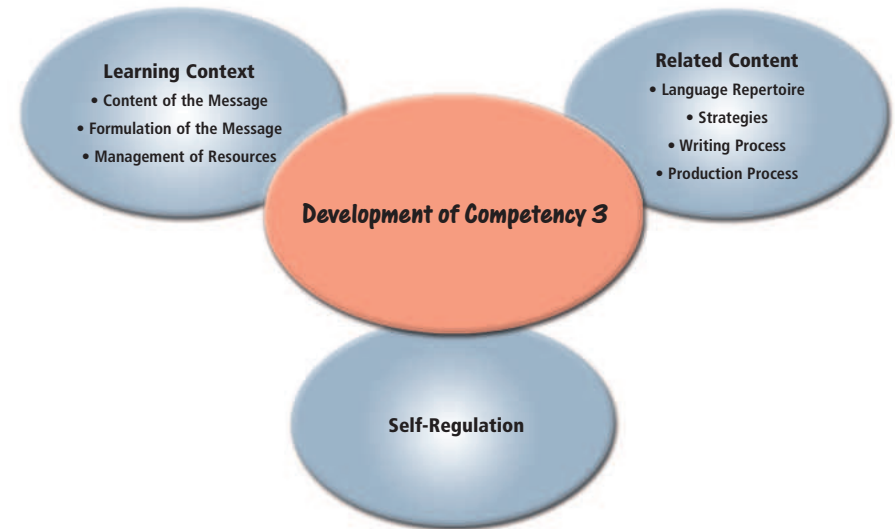
Evaluation Criteria for Competency 3

- Participation in the writing and production processes
- Content of the message
- Formulation of the message
- Management of strategies and resources

Development of Competency 3

When planning LESs to enable students to progress in their development of the competency *Writes and produces texts*, teachers take into account the following parameters: the learning context, the elements of the Related Content to be mobilized and self-regulation. The following charts describe the level of complexity of each parameter and the elements therein, and provide some examples. They also describe the level of assistance provided by the teacher to ensure students' progression throughout the cycle.


To adjust the complexity of LESs, teachers strike a balance among the elements of all the parameters to establish an appropriate, overall challenge for students at different stages of competency development. For example, in Year One of the cycle, a task with a familiar topic and audience and teacher-provided resources may have a more complex purpose, call for a higher level of language and require teacher support with self-regulation. As the three ESL competencies are developed in synergy, when teachers plan LESs that focus on the development of *Writes and produces texts*, they keep in mind that, usually, at least one of the other two competencies is also activated.



**Development
 of Competency 3**

LEARNING CONTEXT: Content of the Message


To plan the writing and production of texts within the targeted range throughout the cycle, teachers take into account the level of complexity of the following elements. Some examples are provided.

Year One	Year Two	Year Three
<p>Familiar/More Simple</p> <p>Topic/information</p> <ul style="list-style-type: none"> – students’ experiences, concerns, interests – immediate environment – everyday needs – own culture <p>Audience</p> <ul style="list-style-type: none"> – peers – teachers <p>Purpose</p> <ul style="list-style-type: none"> – to describe – to narrate – to explain 		<p>Unfamiliar/More Complex</p> <p>Topic/information</p> <ul style="list-style-type: none"> – students have little prior knowledge – complex issues – abstract ideas – other cultures <p>Audience</p> <ul style="list-style-type: none"> – people that students do not know – people from different cultural backgrounds <p>Purpose</p> <ul style="list-style-type: none"> – to persuade – to argue – to analyze

LEARNING CONTEXT: Formulation of the Message

Development
of Competency 3


To plan the writing and production of texts within the targeted range throughout the cycle, teachers take into account the level of complexity of the following elements. Some examples are provided.

Year One	Year Two	Year Three
More Simple Message . . . <ul style="list-style-type: none">– contains simple sentence structures– has adequate vocabulary– integrates targeted grammar Text components . . . <ul style="list-style-type: none">– include, for example, titles, pictures, lead story in a newspaper		More Complex Message . . . <ul style="list-style-type: none">– contains some complex sentence structures and idiomatic expressions– has vocabulary and grammar appropriate to the context Text components . . . <ul style="list-style-type: none">– include, for example, graphs, charts, inverted triangle method of presenting information in a newspaper article

LEARNING CONTEXT: Management of Resources

Development
of Competency 3

Throughout the cycle, teachers anticipate the material and human resources students need to manage to write and produce texts, as well as the level of assistance students are to be provided. Some examples are given.

Year One	Year Two	Year Three
The teacher . . . <ul style="list-style-type: none">– provides material resources and models how to use them (e.g. text models, editing checklists, dictionaries, ICT)– structures individual, pair and group work (e.g. assigns roles and tasks)– establishes timelines		The teacher . . . <ul style="list-style-type: none">– suggests a variety of resources– encourages students to use their prior knowledge– helps students organize their team work and timelines– encourages students to serve as resources for each other when they write and produce texts

RELATED CONTENT

**Development
of Competency 3**

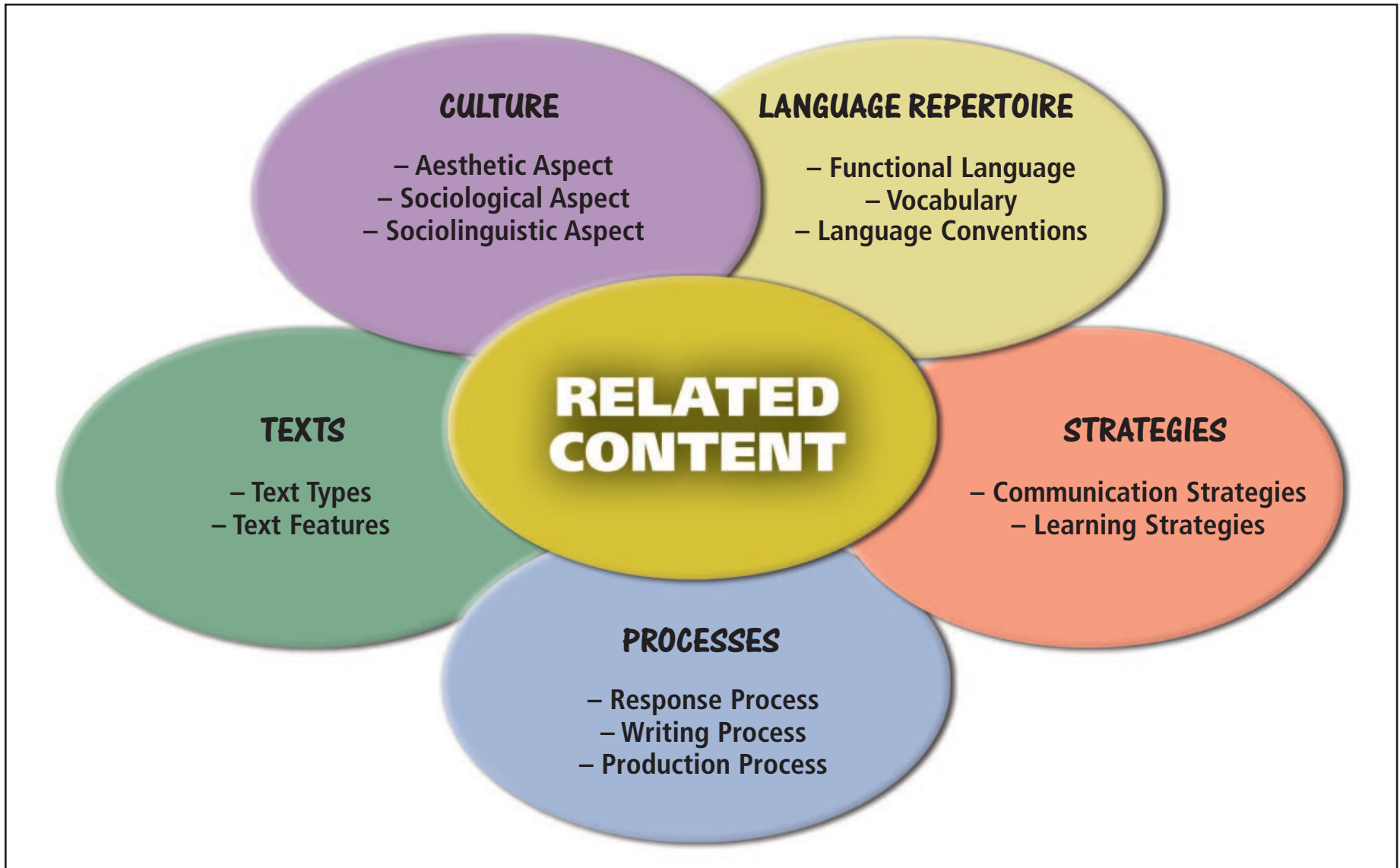
Throughout the cycle, teachers anticipate the elements of the Related Content students need to mobilize in order to write and produce texts, as well as the level of assistance to be provided.

	Year One	Year Two	Year Three
Language Repertoire	<p>The teacher . . .</p> <ul style="list-style-type: none"> – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire
<p>Strategies</p> <ul style="list-style-type: none"> – Cognitive – Communication – Social/Affective 	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies
Writing Process and Production Process	<ul style="list-style-type: none"> – models each phase of the writing and production processes – ensures students pay particular attention to planning and drafting a preliminary version of written or media texts 	<ul style="list-style-type: none"> – ensures students use and adapt the writing and production processes – ensures students pay particular attention to planning and drafting a preliminary version of written or media texts 	<ul style="list-style-type: none"> – ensures students use and adapt the writing and production processes – ensures students pay particular attention to making adjustments (e.g. revising, editing) to written or media texts

SELF-REGULATION (See Self-regulation - Development of Competency 1)

**Development
of Competency 3**

**Related Content: Resources essential to the development
of the three Secondary Cycle Two ESL competencies**



Related Content

The elements of the Related Content are resources essential to the development of the three Secondary Cycle Two ESL competencies. Students draw upon their prior knowledge of these elements from the Elementary and Secondary Cycle One ESL programs. They also transfer learning from other subjects, such as knowledge of texts from the *Français, langue d'enseignement* program. Students explore different aspects of English cultures. They experiment with and continue to expand their language repertoire, as well as their use of communication and learning strategies. They use processes to deepen their understanding of texts, and to write and produce texts. All the elements of the Related Content (culture, language repertoire, strategies, processes, texts) are compulsory and must be considered when planning a learning and evaluation situation.



As in the Elementary and Secondary Cycle One programs, the Secondary Cycle Two Core ESL program promotes not only the learning of the English language but also of English culture throughout the world. Culture encompasses the beliefs, values, traditions, customs and daily life practices of a given community. Incorporating aspects of culture into the Core ESL program greatly contributes to the development of students' world-view and to a better understanding and appreciation of their own culture and that of others. Students listen to, read and view culturally rich texts, and are encouraged to participate in cultural exchanges and outings. When selecting and discussing aspects of culture, it is essential to consider students' needs, interests and abilities. It is

Incorporating aspects of culture into the Core ESL program greatly contributes to the development of students' world-view and to a better understanding and appreciation of their own culture and that of others.

also important to incorporate references to English cultures within Québec and the rest of Canada, other English cultures around the world (American, Irish, Scottish, Australian, etc.), as well as cultures in which English is used as a second language. Images of culture are presented in ways that do not promote stereotypical or idealized versions of the societies they reflect.

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

Aesthetic Aspect of Culture

The aesthetic aspect of culture includes creations that represent and promote English cultures:

- Cinema (e.g. science-fiction, action, romantic and comedy films)
- Literature (e.g. folktales, myths and legends, poems, short stories, novels, biographies, autobiographies, young adult literature)
- Drama (e.g. theatre, improvisation)
- Music (e.g. campfire songs, traditional folk music and songs, contemporary English songs, music videos)
- Dance (e.g. traditional, popular)
- Visual arts (e.g. painting, sculpture, architecture)
- Media (e.g. the Internet, radio shows, newspapers, teen magazines, various types of TV programs: situation comedies, cartoons, soap operas, news programs, commercials)

Sociological Aspect of Culture

The sociological aspect of culture includes knowledge that helps students understand the daily life and behaviours within different communities of the English-speaking world.

- Organization and nature of the family (e.g. authority figures, roles, responsibilities)
- Interpersonal relations (e.g. friendship, dating, entertainment)
- Sports and pastimes (e.g. games, hobbies)
- Customs (e.g. food and meal traditions from around the world, holiday celebrations)
- Material conditions (e.g. clothing, housing, transportation)
- Heroes and idols (e.g. athletes, political leaders, musicians, artists)
- History (e.g. historical sites, historical events, museums)
- Geographical features (e.g. natural and artificial features)

Sociolinguistic Aspect of Culture

The sociolinguistic aspect of culture includes the knowledge needed in order to successfully communicate with English speakers.

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

Language Repertoire

Related Content

The language repertoire contains elements essential to the development of linguistic competence in English. Over time, students have assembled a language repertoire that reflects their individual language experience and abilities. They continue to experiment and expand this repertoire while developing the three ESL competencies. The language repertoire includes functional language, vocabulary and language conventions (intonation,

pronunciation and focus on form). Students draw upon their knowledge of the French language to help them develop their language repertoire (e.g. cognates and punctuation).

Functional Language

Functional language facilitates learning through oral interaction. It includes fixed expressions and open-ended prompts that can be used in different contexts. The following are some examples of functional language that students may use to interact orally, encourage cooperation, apply the processes and reflect on learning:

- Social conventions (e.g. Nice to see you again. What's new? How have you been?)
- Identification (e.g. I'd like you to meet..., Which group is yours? Who's your partner?)
- Telephone talk, voice mail (e.g. I am calling about..., May I ask who's calling? Could you ask him to call me back? Would you like to leave a message?)
- Fillers and stalling for time (e.g. I mean..., You know..., All right..., Could you hold on a minute? Just wait a second, please.)
- Apologies (e.g. I didn't mean to..., I regret..., Please forgive me..., How can I make up for...?)
- Warnings (e.g. You'd better not..., I wouldn't do that if I were you.)
- Politely interrupting a conversation (e.g. I hate to interrupt..., Sorry to jump in..., I'd just like to add...)
- Agreement, disagreement, opinions (e.g. Our team has a different point of view. I agree/disagree. In my opinion..., How do you feel about...?)
- Capabilities (e.g. I know how to..., Do you think they know how to...?)
- Feelings, interests, tastes, preferences (e.g. They would rather..., Which would you prefer? I feel... when..., I can't stand...)
- Decision/indecision (e.g. Have you come to a decision? We are having a hard time making up our minds. Do we all agree? We all agree that...)
- Permission (e.g. Would you mind if I...? Could we...? Is it alright if...?)
- Feedback (e.g. If I were you, I would..., What if you tried...? What would you suggest? Could you give me your feedback on this?)

Functional language includes fixed expressions and open-ended prompts that can be used in different contexts.

- Offers of assistance, needs (e.g. Do you want me to help you with that? I thought of something that might help. Don't hesitate to ask for help.)
- Requests for help (e.g. How do you say...? What does... mean? Could you give me a hand? How would you do this?)
- Requests for information (e.g. Can you tell me where...? Which documents will I need? When does this have to be finished? Who/What/Why/How...?)
- Requests for/offers of clarification (e.g. What did you say? What do you mean? Could you repeat that, please? I mean..., What I want to say is...)
- Suggestions, invitations (e.g. Would you be interested in...? What do you say we...? Let's...)
- Teamwork and encouragement (e.g. Let's divide the work. Whose turn is it to...? We really worked well together on that. What a great job!)
- Discourse markers (e.g. First of all..., However..., On the other hand..., Furthermore...)
- Leave-taking (e.g. Let's wrap it up. We have to get going. See you later.)
- Goal setting (e.g. I will... to improve..., Our team's goal is..., By the end of the year, I will be able to...)
- Reflecting (e.g. I was able to understand this text because..., I used this strategy to..., I did... well, but next time I need to focus on...)

Vocabulary

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

Language Conventions

For Secondary Cycle Two ESL students, language conventions refer to intonation and pronunciation, as well as focus on form (grammar), which can include word order, agreement, word form, spelling, capitalization and punctuation. Students develop their knowledge and use of language conventions when they take risks, experiment with English in a variety of meaningful situations, receive appropriate feedback and attempt to adjust their language accordingly. They also benefit from corrective feedback and form-focused activities that correspond to their immediate needs, and are presented within the context of learning and evaluation situations. Errors of form are a normal part of language learning. Students will often overuse newly learned elements, use them at inappropriate times and may even temporarily regress in their learning; this is all part of second language development.

Focus on Form (Grammar)

Focus on form refers to communicative teaching that draws students' attention to the structure of the English language within the context of the interactive classroom. Although the primary focus of classroom communication is on the meaning of the message, students are becoming increasingly aware of their errors. They know that the accuracy of the form contributes to the clarity of the message. Teachers and students use reactive feedback to deal with errors contextually as they arise in oral interaction and written communication. Teachers use proactive teaching when they anticipate and plan the teaching of forms essential to the successful completion of a learning and evaluation situation. They also use noticing to encourage students to pay attention to specific forms in texts.

Focus on form refers to communicative teaching that draws students' attention to the structure of the English language within the context of the interactive classroom.

Throughout the Secondary Cycle Two Core ESL program, students experiment more confidently with language. Through reflection on the language and with help from available resources (e.g. grammar references, peers, the teacher), they try to correct their errors. In order for students to effectively use these resources and to benefit from form-focused activities, they become familiar with language terminology (e.g. names of verb tenses, parts of speech). Knowledge of language terminology from *Français, langue d'enseignement* helps students to acquire terminology in English.

How do students and teachers focus on form?

When students reach an appropriate stage in their English language development, they benefit from reactive feedback, proactive teaching and noticing. They are ready to self-correct and understand the importance of accuracy when interacting orally and when writing and producing texts. This appreciation for accuracy is developed through the contextualization of form-focused activities in classroom life and in learning and evaluation situations.

Teachers strike a balance between reactive feedback, proactive teaching and noticing. They consider student readiness—recognizing where students are in their language development—when focusing on form. Since students acquire some forms implicitly through regular interaction in English class, teachers select the forms that require more attention. Recurrence of errors is a natural part of language learning; forms that are challenging to second language learners need to be presented repeatedly throughout the cycle (e.g. the third person singular 's').

Reactive Feedback

Reactive feedback is when the teacher or peers direct the students' attention to errors they have made. Different feedback techniques (see Corrective Feedback Techniques) are used to point out these errors. Students integrate the feedback and gradually become aware of their errors and attempt to correct them. When they require help in finding the correct form, they use resources.

Teachers offer students individual corrective feedback to point out selected errors that could impede understanding of their message, and to increase grammatical accuracy. When they see that several students are making the same errors of form while speaking or in their writing, they design form-focused activities that deal specifically with these errors and present the activities to the class as a whole. For the error correction to be meaningful, these activities are based on errors students have made, and are presented in context.

Corrective Feedback Techniques⁶

Elicitation refers to techniques used to directly elicit the correct form from students. The teacher elicits completion of her/his own utterance by strategically pausing to allow students to fill in the blank (e.g. It's a...), uses questions to elicit correct forms

6. The corrective feedback techniques are taken from Lyster and Ranta (1997).

(e.g. How do we say... in English?) or asks students to reformulate what they said or wrote (e.g. Could you say/write that another way?).

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

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

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

Proactive Teaching

Teachers anticipate possible language difficulties for students when designing learning and evaluation situations. In order to facilitate learning and improve accuracy, a selected form essential to a learning and evaluation situation can be identified and taught to students. The presentation is embedded in the context of a learning activity, is brief and simple, and focuses only on the specific function of that form in the situation. As grammar is not necessarily acquired in a linear manner, there is no predetermined order in which forms are presented. The situation dictates the forms to be taught.

Noticing Form

Noticing allows students to better understand how a form and its function contribute to the meaning of a message. Initially, students follow the teachers' guidance in noticing specific forms in a text. When their attention is directed to a specific form, they become aware of that form's function. This awareness sets the stage for acquisition of the form in the future. As students progress, they begin to notice the forms themselves.

Texts selected by the teacher or by students are used to highlight a specific form in context. Teachers show how form contributes to the meaning of the message. By integrating noticing activities into learning and evaluation situations, teachers take advantage of language teaching opportunities in texts (e.g. in a text that describes the events that led to the sinking of the Titanic, teachers direct students' attention to the verbs in the past tense).

Strategies

Related Content

Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. Students use strategies to help them persevere when faced with difficulty so that they can attain their goals and get satisfaction from the results.

Strategies are specific thoughts, actions, behaviours or techniques used by students to solve problems and facilitate learning. They help students become aware of how they learn most effectively, and the ways in which they can transfer this learning to new situations. Strategies are taught explicitly and in a progressive way. In Secondary Cycle One, students were taught to use several strategies, through modelling or elicitation. In Secondary Cycle Two, they are supported in the management of their strategies (i.e. they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task).

Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. Students use strategies to help them persevere when faced with difficulty so that they can attain their goals and get satisfaction from the results. When they make effective use of strategies, they see themselves as confident, capable learners.

The suggested communication and learning strategies listed below have been proven effective for most second language learners. The lists of strategies are not exhaustive.

Communication Strategies

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

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

Learning Strategies

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

Metacognitive strategies are used by students to self-regulate. They use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses.

- Direct attention (decide to pay attention to the task and avoid irrelevant distracters, e.g. students ask themselves: Am I concentrating on what I have to do?)
- Pay selective attention (decide in advance to notice particular details, e.g. when students listen to an English conversation on tape, they pay attention to how people interrupt politely)
- Plan (foresee the necessary elements to achieve a goal, e.g. students ask themselves: What resources do I need? How will I carry out the task?)
- Seek or create practice opportunities (e.g. watch TV in English; surf the Internet in English)
- Self-evaluate (reflect on what has been learned, e.g. students ask themselves: What did I learn? How did I learn it?)
- Self-monitor (check and correct one's own language, e.g. I talked on the phone... was talking on the phone when the doorbell rang.)
- Set goals and objectives (set short- and long-term goals for learning English, e.g. I will speak only English in English class. By the end of high school I will be able to get a part-time job that requires English.)

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

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

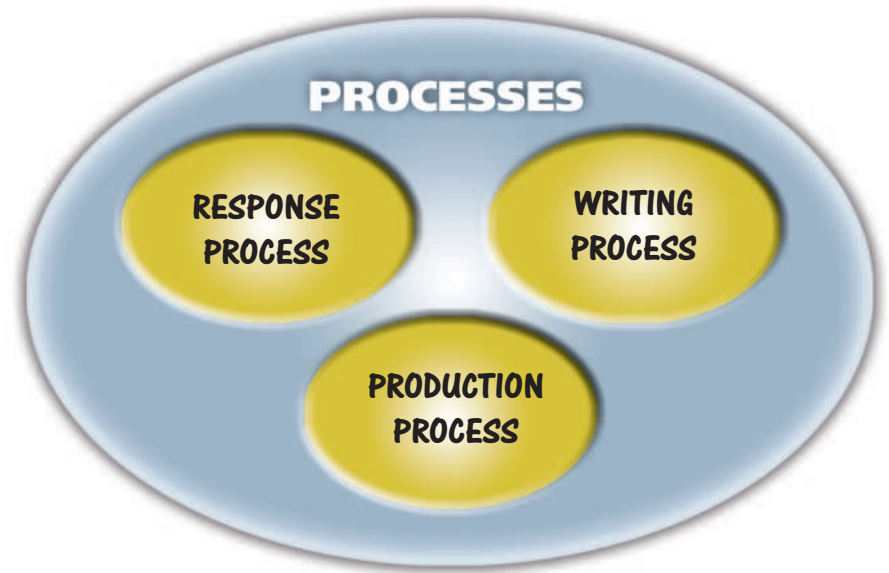
- Recombine (put together smaller meaningful elements in a new way)
- Scan (look for specific information in a text)
- Skim (read through a text quickly to get a general overview)
- Take notes (write down relevant information)
- Transfer (use a newly learned item in a new context)
- Use semantic mapping (group ideas into meaningful clusters)

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

- Ask for help, repetition, clarification, confirmation (request assistance, reiteration, precision and reinforcement)
- Ask questions (ask for feedback or correction)
- Cooperate (work with others to achieve a common goal while giving and receiving feedback)
- Develop cultural understanding (try to communicate with someone who speaks the language you are learning; learn all you can about the culture and practise the language with this person)
- Encourage yourself and others (talk to yourself and others in a positive way; tell yourself that you are prepared and know what to do to accomplish a task)
- Lower anxiety (reduce stress through relaxation techniques or laughter, or by reminding yourself of goals, progress made and resources available)
- Reward yourself (congratulate yourself when a task is successfully done)
- Take risks (experiment with language and ideas without fear of making errors)



Processes are frameworks that help students respond to, write and produce texts. A process consists of a series of phases, each of which includes several elements. The phases of the response, writing and production processes are recursive—students are free to go back and forth between phases. Students use and adapt the phases according to their needs and learning styles, and the task at hand. When using the processes, students cooperate and construct learning together.

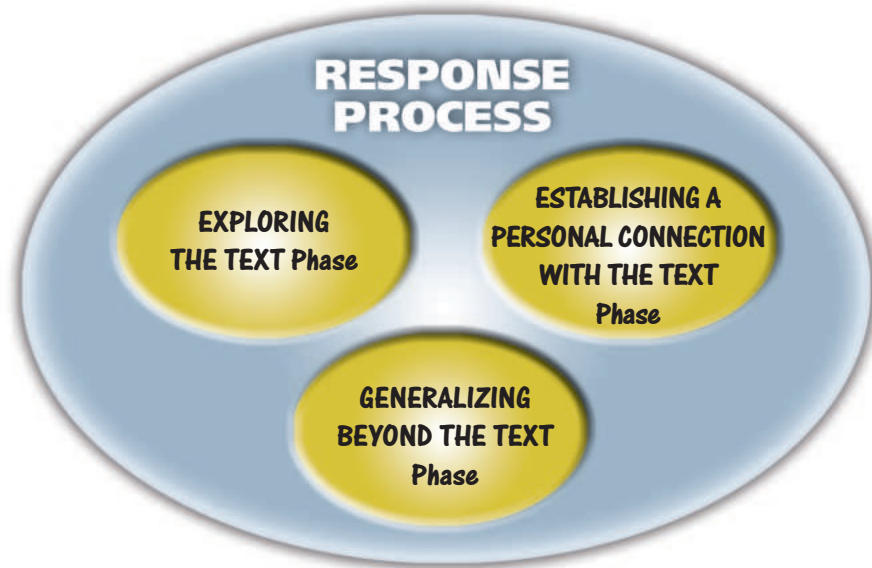


Students use the response process to investigate ideas and information in texts to help them come to a more meaningful understanding.

Response Process

In the response process, students as listeners, readers and viewers construct meaning of texts individually and with others. In Secondary Cycle One, students began to use and adapt the response process to understand texts at both a literal and a deeper level. Throughout Secondary Cycle Two, they continue to investigate ideas and information in texts to help them come to a more meaningful understanding.

Students require help from the teacher and peers to make interpretations and establish other connections in order to go beyond their initial understanding of the text. They see how others arrive at an understanding and recognize that people construct meaning of texts in a variety of ways. The response process has three phases: exploring the text, establishing a personal connection with the text and generalizing beyond the text. Due to the interactive nature of the response process, students often use all three phases while negotiating the meaning of texts with others. However, it is also possible to focus on only one of the phases.



Exploring the Text Phase

Students spend time working on their own to become familiar with the text and arrive at an initial understanding. They continue to construct meaning of the text as they share their response with others. Through discussions, they verify, confirm and enrich their response, and return to their notes to adjust their initial understanding.

Exploring the Text Individually

Before listening, reading and viewing, it is important for students to prepare to respond to texts. Students may do the following:

- activate prior knowledge about the text type and the internal and external features of the text
- make predictions about the content based on text components (e.g. titles, illustrations, sound effects)
- set a goal for listening, reading and viewing (e.g. to get the general idea, to search for specific information or simply for enjoyment)
- determine which strategies (e.g. direct attention, skim, scan) and resources (e.g. response journal)⁷ to use throughout the exploring phase
- read guiding questions and prompts

While listening, reading and viewing, students may do the following:

- seek to confirm or reject their initial predictions
- answer guiding questions and expand on prompts
- identify the elements that they think are important
- visualize the people, places or events in the text
- pause to re-examine a section that was particularly difficult to understand
- use semantic mapping to organize information
- ask themselves questions related to the text and the author
- look up key words in the dictionary

7. Writing down one's initial understanding of a text in a response journal gives students the opportunity to capture their thoughts on paper in order to later support, reuse, adjust or even reject them. When students explore the text with others, they already have a record of their own thinking and are prepared to share their response.

After listening, reading and viewing, it is important for students to prepare to share their understanding with peers. Students may do the following:

- answer guiding questions and expand on prompts
- write down reactions, questions and information in their response journal
- find answers to questions they formulated prior to and while listening, reading and viewing
- support understanding with direct links to texts

Exploring the Text With Others

Students continue to construct meaning as they work with a partner or in a small group to discuss their responses in order to verify, clarify and deepen their understanding of the text. During their discussions with others, students may do the following:

- use guiding questions, prompts and notes from their response journal
- share what they find important or interesting
- ask questions they still have concerning the text
- refer to passages or elements in the text to support their understanding
- consider what others have understood
- give, receive and integrate constructive feedback
- leave traces of their understanding

Establishing a Personal Connection With the Text Phase

Students establish a personal connection between the text and their own or someone else’s experience, and share this connection with others. When establishing a personal connection with the text, students may do the following:

- use prompts and guiding questions
- make links to the text by relating it to their opinions, experiences, interests, feelings or concerns
- make links to the text through someone else’s experience (e.g. students may make a connection through a character from a TV program or a book they have read)
- use learning strategies (e.g. activate prior knowledge, compare, recombine)
- use resources (e.g. response journal, peers, previous texts)
- share this personal connection with others
- refer to the text and their response journal to explain their personal connection

Generalizing Beyond the Text Phase

Students generalize beyond the text by exploring the issues and themes at a broader, more general level as they relate the events and information to their community and life in general. They learn about their own principles and values, as well as those of society. They develop a greater sense of community and a deeper understanding of the role they can play within society. When generalizing beyond the text, students may do the following:

- use prompts and guiding questions
- address the issues at a broader level (e.g. a story in which a student is harassed by a school bully may bring students to discuss the problem of bullying in Québec schools; based on a text that talks about a community hero, they discuss the character traits of a hero and find examples in history or literature)
- learn about themselves and develop a sense of community (e.g. a text about child poverty may bring students to volunteer in a breakfast program at an elementary school; a text that discusses the increase of obesity in pets may inspire students to organize neighbourhood dog-walks)
- refer to the text and their response journal to support their generalizations

EXAMPLES OF PROMPTS AND GUIDING QUESTIONS FOR THE RESPONSE PROCESS

	Examples of Prompts	Examples of Guiding Questions
Exploring the Text Phase	<p>I noticed that...</p> <p>I learned that...</p> <p>I understood that...</p> <p>I had trouble understanding...</p> <p>To understand the text, I...</p> <p>I found... very interesting because...</p> <p>That part made me think that...</p> <p>I believe the author is trying to...</p> <p>The text says that....</p>	<p>What did you learn from the text?</p> <p>What did you have trouble understanding?</p> <p>What strategies did you use to understand?</p> <p>What did you find interesting/important/surprising?</p> <p>What is the author trying to say?</p> <p>Who is the intended audience? How can you tell?</p> <p>What is the relationship between the characters/speakers?</p> <p>What details in the text support your ideas?</p>
Establishing a Personal Connection With the Text Phase	<p>I experienced something similar to that when...</p> <p>I can relate to that character because...</p> <p>I find that character interesting because...</p> <p>I knew someone who...</p> <p>I heard/read/saw something about this...</p> <p>I agree/disagree with... because...</p> <p>If I were in that situation, I would...</p> <p>If that happened in our school...</p> <p>Now that I know that... I might....</p>	<p>Have you ever experienced something like this?</p> <p>Which character do you find the most interesting/important/surprising? Why?</p> <p>What is your opinion about what happened in the text?</p> <p>How would you or a friend react in this type of situation?</p> <p>Do you know anyone who acted in a similar way?</p> <p>How does the new information change the way you think about...?</p> <p>How would you do it differently/better?</p>
Generalizing Beyond the Text Phase	<p>In our community/province/country...</p> <p>This problem also exists in...</p> <p>This is caused by...</p> <p>I think people should...</p> <p>If we wanted to do something about this, we could....</p>	<p>Do we see similar situations/problems in our community?</p> <p>How do other cultures deal with similar issues?</p> <p>How should people act in this type of situation?</p> <p>How could you make people in your school/community more aware of this problem?</p> <p>What are the general elements of the problem?</p>

WAYS TO SUPPORT THE RESPONSE PROCESS

Response Journals	Response journals can appear in the form of a booklet, notebook, folder or e-file. Students keep notes about what they have listened to, read, viewed or discussed. Items that can be included are personal reactions; questions; reflections; predictions; comments made before, during and after listening, reading and viewing; as well as any other information considered important to students.
Discussion Circles	Discussion circles are small group discussions based on texts. Discussions can focus on one text, different texts written and produced by the same person, different texts on the same theme or different texts of the same text type. Response journals can be used as a basis for these discussions.
Quick-Shares	Students respond briefly and regularly with a partner or in a small group. Using cooperative structures ⁸ such as Think-Pair-Share (students think on their own, share with a partner, then discuss in a small group or plenary) or Round Robin (students take turns sharing their responses in a small group) helps promote more efficient and equitable interaction.
Open-Ended Questions	Open-ended questions encourage students to reflect on texts in order to gain a deeper understanding. Open-ended questions have more than one answer supported by the text. They are formulated to help students gain a better global understanding, develop an interpretation, and relate personally and critically to the text.
Role-Play	As students interpret roles, they explore and express the thoughts and feelings of a character. Role-play contributes to a deeper understanding of characters in a particular context.
Improvisation	Improvisation involves students in spontaneous, unscripted, unrehearsed activities. It is an effective way to develop ideas, scenes and characters. It promotes concentration, cooperation and provides students with a forum for rapid dialogue.
Graphic Organizers	Graphic organizers are visual frames that students fill in or create to connect ideas and represent their understanding. Examples of graphic organizers are Venn Diagrams, word webs, timelines, mind maps, sequence organizers, character mapping and story mapping.
Collages	Collages are a compilation of illustrations important to the student. They are composed of elements that students have listened to/read/viewed/discussed. Students build collages using pictures, symbols and words from various sources.
Reader's Theatre	Students select a passage they feel is of particular significance. They perform a dramatic reading that captures the tone and meaning of the selected passage.

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



Preparing to Write Phase

Before beginning to write, students need to set clear communicative goals by considering the text and its internal and external features. They may do the following:

- brainstorm topics and ideas with others (e.g. What do I want to write about? What topic would interest my audience?)
- activate prior knowledge of the chosen topic (e.g. What do I already know about the topic?)
- define the purpose for writing (i.e. express, inform, direct)
- target an audience (e.g. Who is my audience? What do they already know about the topic? How can I engage their interest?)
- choose a text (e.g. Do I want to write a poem or a story?)
- select appropriate language (e.g. What kind of language will best suit my purpose and audience?)
- construct an outline of the text
- research the topic
- reflect on topic and ideas
- use various resources

Writing Process

The writing process is a framework to help students create written/printed texts. In Secondary Cycle One, students began to use and adapt the writing process to write a variety of texts. Throughout Secondary Cycle Two, they continue to write for different purposes as they express themselves in a coherent and organized fashion. The writing process has five phases: preparing to write, writing the draft, revising, editing and publishing. The preparing to write phase is essential to the success of the

subsequent phases. Publishing is an optional phase: sometimes, students will make a polished copy and share it with the intended audience. Writing is a recursive process in which students may go back and forth between phases. For example, while revising, a student may return to the preparing to write phase to brainstorm more ideas. Certain writing, such as informal e-mail messages, may not require students to make use of all the phases. For written texts like note-taking and journal writing, they do not use the writing process. They adapt the writing process over time as they experiment with various texts, tools, strategies and resources, then apply what works best for them in a given context. Students use strategies throughout the process (e.g. recombine, compare). They regulate their development as writers by reflecting on their language repertoire, strategies and resources. They also assess their own processes and products, and those of others to find ways of improving their work. While the writing process relies on cooperation and discussion involving peers and the teacher, it is the student who actually writes the text and makes the final decisions about its content and wording.

Deconstructing Texts

Before engaging in the writing process, students have access to texts similar to the one they plan on writing. They take time to deconstruct and examine the texts, and compare their similarities and differences. They recognize patterns in the texts by focusing on specific aspects: internal features (topic/information, language, text components), and external features (purpose, audience, culture). They make a list of criteria that summarizes the characteristics of an effective text. This list and the deconstructed texts can be used as valuable resources when writing their own text.

Students adapt the writing process over time as they experiment with various texts, tools, strategies and resources, then apply what works best for them in a given context.

Writing the Draft Phase

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

- set down ideas, opinions, thoughts and feelings
- leave space to make adjustments
- refer to their outline while writing
- adjust their outline as they are writing to include new ideas
- reflect on the ideas written
- confer with others

Revising Phase

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

- reflect on what has been written
- focus on how well they have conveyed meaning and ideas, as well as on their organization and word choice
- assess how well their text reflects intended purpose, audience and cultural context
- share their writing with peers
- accept and integrate feedback
- add, substitute, remove and rearrange ideas and words
- rework their drafts

Editing Phase

Students focus on the formulation of their text by correcting errors of spelling, capitalization, punctuation, sentence structure and language usage. They may do the following:

- use resources such as written models, dictionaries, thesauruses, grammar references
- consult peers and the teacher
- accept and integrate feedback
- use a personalized checklist to proofread for common errors
- correct errors and write a final copy

Publishing Phase (Optional)

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

- make a polished copy
- share it with the intended audience

Through a variety of production experiences, students develop a more comprehensive understanding of the media, from both a producer's perspective and a critical consumer's perspective.

Production Process

Students are often in contact with the English language through media texts such as TV programs, computer games, music videos and Web sites, and need to be critically aware of the messages being sent. Through a variety of production experiences, they develop a more comprehensive understanding of the media, from both a producer's perspective and a critical consumer's perspective. In the production process, students express themselves by creating a variety of media texts (e.g. posters, audio recordings, short films, computer

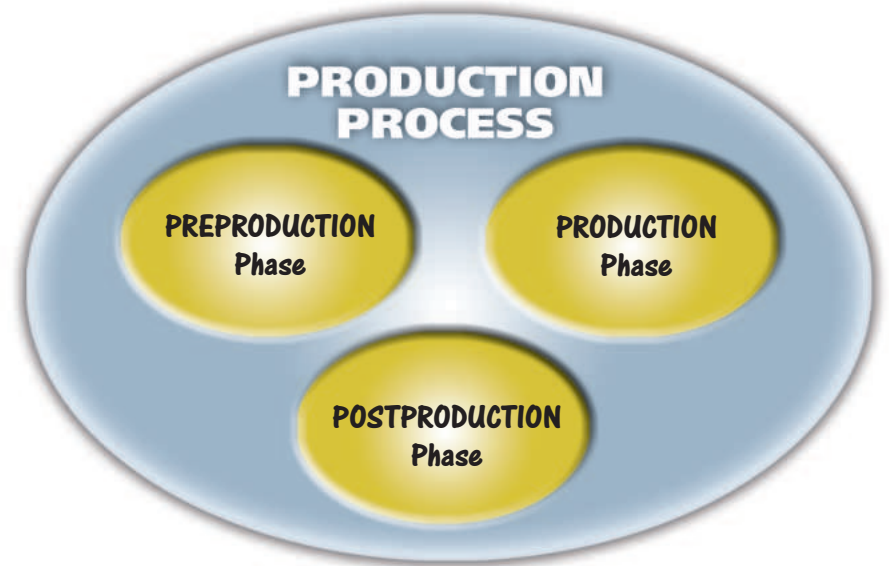
presentations, Web pages) with others. This process relies on cooperation and discussion involving peers and the teacher. Students are constantly negotiating ideas with group members, since it is the group that makes decisions about the production of the text.

In Secondary Cycle One, students created media texts using the production process. They experimented with the phases of the process and began to adapt them to suit their needs. In Secondary Cycle Two, students continue to adapt the process. They are better able to choose the medium, tools, strategies and resources that best suit the task at hand.

Producing a media text is a recursive process in which students may go back and forth between the three phases: preproduction, production and postproduction. For example, they may go back to the preproduction phase a second time in order to do more research. It is important to note that they do not need to complete the whole production process for every text: some texts may only be taken through the preproduction phase, while others may be taken through to postproduction. In every case, however, students need to reflect on their production experience.

Deconstructing Texts

Before engaging in the production process, students have access to media texts similar to the one they plan on producing. They take time to deconstruct and examine the texts, and compare their similarities and differences. They recognize patterns in the texts by focusing on specific aspects: internal features (topic/information, language, text components), and external features (purpose, audience, culture). They make a list of criteria that summarizes the characteristics of an effective media text. This list and the deconstructed texts can be used as valuable resources when producing their own media text.



Preproduction Phase

In the preproduction phase, students plan their media text. They may do the following:

- brainstorm with others to find and explore a topic (e.g. What do we want to talk about? What do we want to say about the topic?)
- activate prior knowledge about the topic (e.g. What do we already know about the topic? What do we need to find out?)
- research the topic
- brainstorm and select a medium to produce the media text (e.g. What medium will best suit our purpose and reach our audience?)
- activate prior knowledge about characteristics of similar texts (e.g. What do we already know about this medium? What are the characteristics of an effective media text?)
- define the purpose for producing the text (e.g. What do we want to accomplish with our text? [i.e. express, inform or direct])
- target an audience (e.g. Who is our audience and how can we best address them? [tone, level of formality, audience’s background knowledge and interests])
- write a focus sentence that guides the group throughout the task, such as: Our group is going to create a news article for the school Web site, highlighting the purpose of an upcoming fundraising event.
- determine what type of language, images and media conventions and techniques would best achieve their purpose and reach their audience
- use strategies (e.g. take notes, use semantic mapping, infer) and resources (e.g. portfolios, previous work, response journals)
- create a storyboard—a visual plan of the production that includes elements such as the action depicted through a sequence of frames; the time needed for each frame; media conventions and techniques used in each frame; the written narration and/or dialogue in each frame
- write a script, if needed, using the writing process (e.g. a script for a short film, a brief text to accompany an advertisement)
- determine roles and responsibilities within the group

- use a group log to keep traces of process and learning throughout all phases of production (e.g. note down decisions made by the group, list of materials needed, questions for the teacher)
- validate the ideas for the text with peers and teacher
- make adjustments to their plan according to feedback

Production Phase

In the production phase, students produce their media text. They may do the following:

- create the media text using strategies and resources, taking into account the elements decided upon during the preproduction phase
- use media conventions and techniques such as images, symbols, signs, logos and narration
- use information and communications technologies
- validate the preliminary version of the production by presenting it to a sample audience (e.g. small group of peers, teacher)
- edit and add final touches, taking feedback from sample audience into account

Postproduction Phase

In the postproduction phase, students present and reflect on their media text. They may do the following:

- present the text to the intended audience
- reflect and evaluate individually, with the teacher and the production group on the following elements:
 - audience reaction and feedback
 - production process
 - cooperation
 - language repertoire
 - final version of the production
 - goals for future productions

SOME MEDIA CONVENTIONS AND TECHNIQUES TO EXPLORE IN THE PRODUCTION PROCESS

Layout	The visual arrangement of all elements (e.g. titles, text, graphics) on a page, poster, Web page, etc. to catch the eye and effectively convey messages	
Symbol	Using symbols can help convey finer shades of meaning and help make a production more aesthetically pleasing	
Sound	Direct sound	Live sound that is recorded at the same time as the film
	Dubbed sound	Sound that is added to a production after it has been produced
	Voice-over narration	Commentary added to a production
	Sound effects	Representing action Ambiance to help situate the listener/viewer in a context (e.g. wind blowing, glass breaking, animal running)
	Music	Music helps set the mood and can establish a sense of pace
Image	Camera shot	Long shot (shows subject and most of the surroundings) Medium shot (shows most of subject and some surroundings) Close-up (shows a small part of the subject [e.g. person's face] in great detail)
	Angle	The direction and height from which the camera takes the scene
	Movement	Pan left/right (the camera sweeps from side to side to record action) Zoom in/out (the camera does not move, the lens is focused from a long shot to a close-up while shooting)
	Transitions	Cut (one shot ends and another begins immediately) Fade in/out (the shot gradually appears or disappears)
	Manipulating time	Real time (e.g. a 10-minute clip represents a 10-minute event) Compressed time (not everything is shown, time is compacted between sequences, scenes and within scenes) Slow motion (action is slowed down for dramatic effect) Accelerated motion (motion is sped up; it can create thrill or a humorous effect) Flashback (the action breaks to some event that happened in the past)

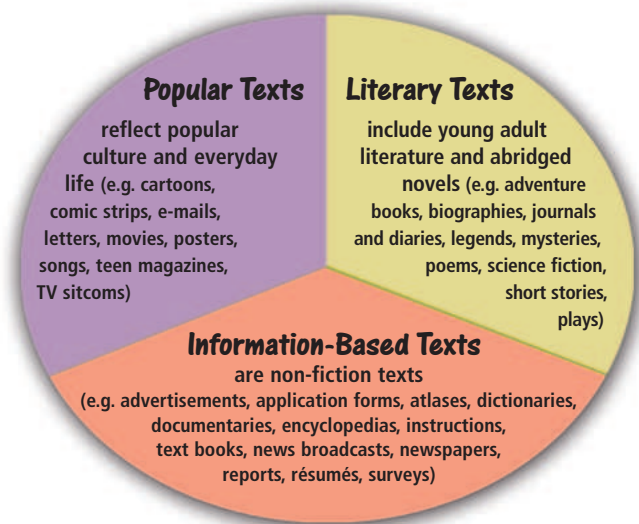
Authentic texts are used in the ESL classroom to provide a rich linguistic and cultural context to learning English.

The term “text” refers to any form of communication—spoken, written and visual—involving the English language (e.g. radio broadcasts, petitions, movie trailers). Authentic texts are used in the ESL classroom to provide a rich linguistic and cultural context to learning English. Authentic texts refer to materials that reflect natural speech or writing as used by native speakers of English. Teacher-made or adapted materials may qualify as authentic if they resemble texts

students will encounter in the real world. Students listen to, read and view texts, as well as write and produce texts. Students increase their ability to interact with a wide variety of texts appropriate to their age, interests and level of English language development. Students are encouraged to engage in texts of their own choosing, as well as those chosen or suggested by the teacher.

Text Types

There is a broad spectrum of texts and they can be categorized into three types: popular, literary and information-based. The same text may fall into more than one text type (e.g. a biography of a movie star can be popular and information-based). The following are examples of the three text types.



Media texts can be presented through a variety of media formats such as audiovisual (e.g. TV), visual/print (e.g. newspaper), digital (e.g. multimedia presentation) and audio (e.g. radio program).

Text Features

To help students listen to, read, view, and write and produce texts more effectively, they need to recognize patterns in texts. They take time to deconstruct and examine texts and compare similarities and differences. They consider a text’s internal and external features, and use terminology associated with these features (e.g. when talking about a newspaper: headline, photo, lead story, editorial).

To help students listen to, read, view, and write and produce texts more effectively, they consider a text’s internal and external features.

When students consider the internal features of a text, they take into account the topic/information and language in the text. For example, an on-line article about sports would contain language that is concrete, highly descriptive and technical. They also consider text components, which are elements of a text that refer to how information is organized and presented. For example, a news article would use an inverted triangle organization style presenting general information first, followed by more detailed information.

Students also consider the external features of a text in order to situate the text in context. They consider the intended purpose⁹ (to express, to inform and to direct) and audience (e.g. peers, teacher, familiar adults), as well as the ways in which the text reflects culture. For example, young people living in Québec could be the intended audience of a sports on-line magazine. To interest this particular audience, writers would provide more coverage of sporting events from this province. If students were to read a sports on-line magazine from Australia, they would notice differences in culture. Australians, the intended audience, would be interested in different sports.

9. A text can have more than one purpose, e.g. a fable that is expressive (literary) and directive (the moral).

Text Features

Internal Features	Topic/Information	e.g. topics that relate to students' interests, needs, experiences and concerns
	Language	e.g. technical language in a "How-to manual," figurative language in a poem
	Text Components	<p>e.g. scenes, camera angles, credits, cast, setting, action in a TV sitcom</p> <p>e.g. frames, speech bubbles, colour, drawings, character, humour, sarcasm, punch line in a comic strip</p> <p>e.g. acts, scenes, stage directions, dialogue, props, special effects, character, setting, plot, theme, irony in a play</p> <p>e.g. verse, meter, rhyme, couplets, metaphors, similes, symbolism in a poem</p> <p>e.g. station identification, lead story, commentaries, inverted triangle in a news broadcast</p> <p>e.g. the fine print, subtitles, fill in the blanks, placing personal information first in a job application form</p>
External Features	Purpose	To express—an expressive text communicates feelings, emotions and attitudes (e.g. to describe a job interview)
		To inform—an informative text states facts (e.g. to explain how to do something)
		To direct—a directive text influences behaviour and perceptions (e.g. to persuade someone to buy a product)
	Audience	e.g. family, friends, peers, teacher, community members, decision makers, global community
	Culture	References to own culture or other cultures in texts

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

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English as a Second Language



Enriched Program

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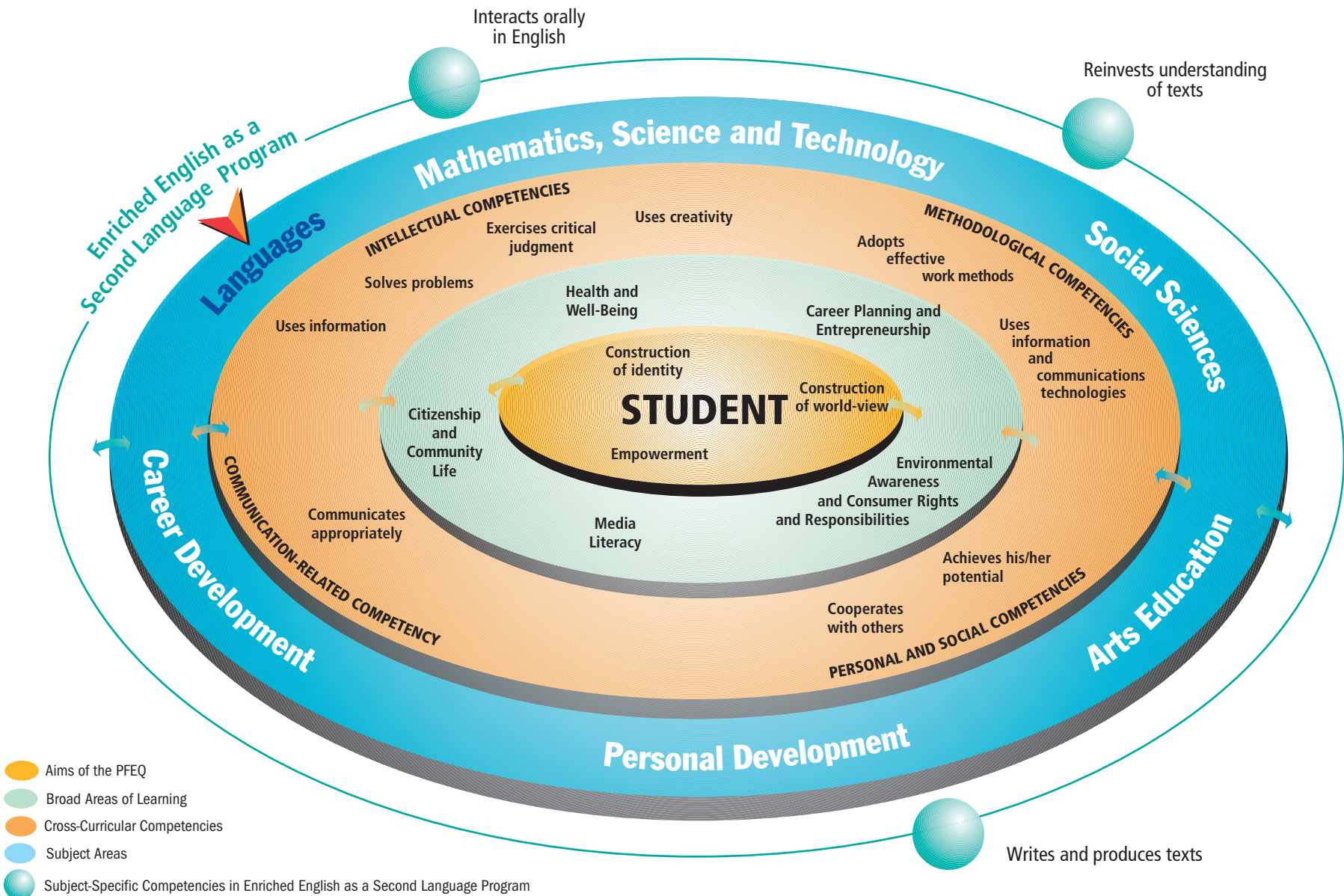
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Enriched English as a Second Language Program and the Other Dimensions of the Programme de formation de l'école québécoise (PFEQ)



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



Introduction to the Enriched English as a Second Language Program

For Québec students, learning English as a second language (ESL) enables them to communicate with people who speak English in Québec, in the rest of Canada and throughout the world. It also gives them access to a wealth of information and entertainment available in the English language through a variety of media such as magazines, radio and television, as well as information and communications technologies (ICT). The Enriched English as a Second Language (EESL) program promotes the three aims of the Programme de formation de l'école québécoise (PFEQ): to help students construct their identity, construct their world-view and become empowered.

In the EESL classroom, students construct their identity by cooperating; sharing values, ideas and opinions; and reflecting on their learning. Learning English contributes to constructing their world-view as they learn about other cultures and come to better understand them. It also provides them with an additional means of exploring and sharing their own culture. They are empowered by taking responsibility for their learning and by making decisions about issues to be investigated in class.

The Secondary Cycle Two EESL program is designed for students who are equipped to go beyond the Secondary Cycle Two Core ESL program. These students have completed the Secondary Cycle One EESL program or have had other enriching English language experiences outside of school. The goal of the EESL program is to help students develop communicative competence in English in order to participate in a rapidly evolving global society. English is used as a common means of communication throughout the world. In the EESL classroom, students realize the importance of learning English for their future plans—personal, academic and professional. The EESL program also plays an active role in fostering the development of the qualities students need to achieve their potential as lifelong learners: autonomy, self-confidence, initiative, goal-setting and satisfaction in work well done.

The goal of the EESL program is to help students develop communicative competence in English in order to participate in a rapidly evolving global society.

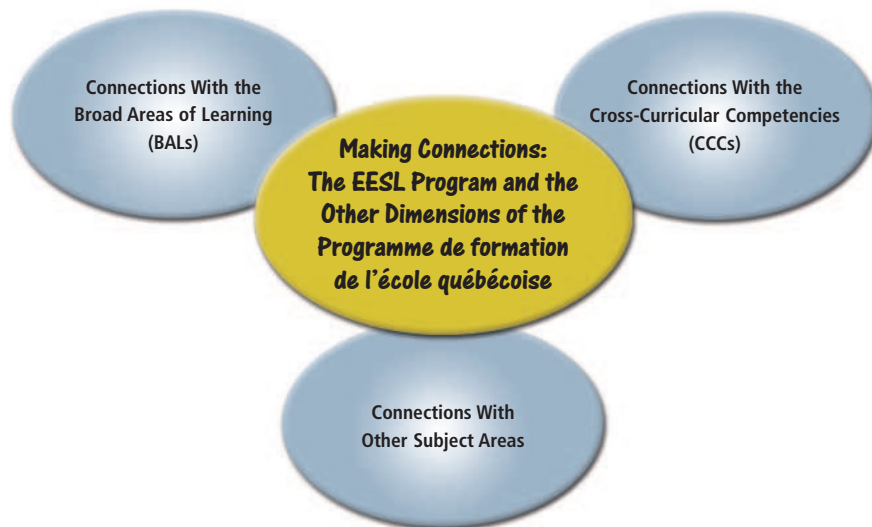
The Secondary Cycle Two EESL program builds on what students learned in the Elementary ESL programs and the Secondary Cycle One ESL programs. All these programs are based on the social constructivist theory of learning, the communicative approach, strategy-based learning, cooperative learning, cognitive approaches to language learning and the latest developments in second language acquisition. The Secondary Cycle Two EESL program continues to develop the three ESL competencies found at Elementary and Secondary Cycle One—*Interacts orally in English*, *Reinvests understanding of texts*¹ and *Writes and produces texts*.

In the previous secondary school objective-based ESL programs, listening, speaking, reading and writing skills were taught separately for specific purposes. This EESL program goes beyond the sum of these skills: the three EESL competencies are developed in synergy in an interactive learning environment. When students are developing one competency, they usually draw upon at least one of the other two. The competency *Interacts orally in English* is the backdrop for the other two competencies, as students interact spontaneously in English in all classroom situations. When developing *Reinvests understanding of texts*, students explore a variety of texts, construct meaning of texts with peers and the teacher, and make use of what they have understood in a reinvestment task. Reinvestment is carried out through the other two EESL competencies. In the competency *Writes and produces texts*, students write and produce with a purpose and express themselves for an intended audience. With help from the teacher and peers, when needed, students reflect on their learning and establish learning goals for continued second language development. They continue to progress from confident second language learners to more competent communicators in English.

1. In this program, the term “texts” refers to any form of communication—spoken, written and visual—involving the English language.

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

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



Connections With the Broad Areas of Learning (BALs)

The broad areas of learning deal with the important issues of contemporary life that students face in today's society. The EESL program is linked to all the BALs as students use language to learn about and discuss these issues. The following are examples of connections between the EESL competencies and some of the BALs; other connections are found in the Focus of each competency. In *Citizenship and Community Life*, students are called upon to develop an attitude of openness towards the world and respect for diversity. In the EESL program, they learn openness and respect as they discover other cultures and communicate with members of different communities through the use of English—a universal language of communication. The educational aim of another BAL, *Media Literacy*, is to enable students to exercise critical, ethical and aesthetic judgment with respect to the media, and to produce media documents that respect individual and collective rights. The EESL competencies help students form opinions as they examine, respond to and produce media texts. The EESL program also contributes to the BAL *Career Planning and Entrepreneurship*, the educational aim of which is to enable students to make and carry out plans designed to develop their potential and help them integrate into adult society. In the EESL classroom, students are responsible for and take an active role in their learning. As students work together in the EESL classroom, they develop strategies for cooperation and task planning—essential skills in today's job market. Learning English as a second language is a significant asset to students' personal lives, postsecondary studies and future careers.

The broad areas of learning remind us that life itself is the object of learning. Every subject is born of questions about reality and each one sheds light on the issues in these areas.

The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.

Connections With the Cross-Curricular Competencies (CCCs)

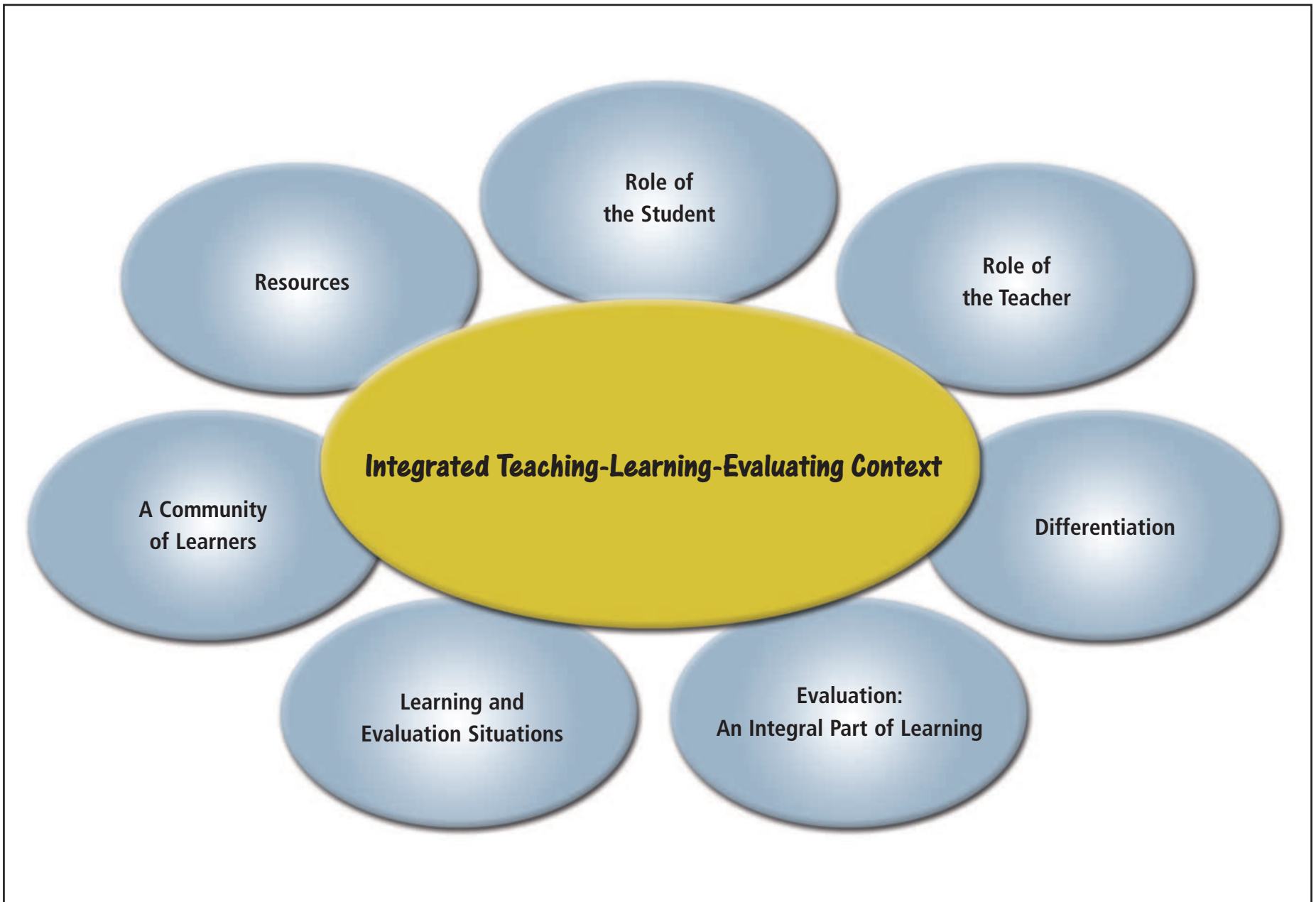
The cross-curricular competencies are a focal point in all subjects and school activities. They contribute to the development of the three EESL competencies, which in turn help to develop the CCCs. The following are examples of connections between the EESL competencies and some of the CCCs; other connections are found in the Focus of each competency. Students develop the CCC *Cooperates with others* as they interact orally, construct meaning of texts with others during the response process, edit peers' texts, and carry out the production process. A connection between the EESL competency *Reinvests understanding of texts* and the CCC *Uses information and communications technologies* is made when students use the Internet and CD-ROMs as sources of texts to research topics. When writing or producing texts, they reflect on the best ways to carry out a task and use the necessary resources, thus developing the CCC *Adopts effective work methods*. They also develop the CCC *Uses creativity* by exploring different approaches to suit their learning styles during the writing and production processes.

Reality can rarely be understood through the rigid logic of a single subject; rather, it is by bringing together several fields of knowledge that we are able to grasp its many facets.

Connections With the Other Subject Areas

The EESL program can also be linked to the other subjects in the PFEQ. Learning English allows students to construct knowledge and develop strategies that can be reinvested in other fields of study and areas of interest, both inside and outside the classroom. There are clear connections between EESL and the other language programs: *Français, langue d'enseignement* and Spanish as a Third Language. In all these programs, students develop communicative competence and respect for other cultures; use processes, strategies and resources; and explore a variety of texts. They can reinvest their use of communication and learning strategies, and various resources when developing the Spanish as a Third Language competencies. Students draw on the competencies *Uses mathematical reasoning* and *Communicates by using mathematical language* from the Mathematics program when, for

example, they interpret the results of a survey carried out in the EESL class. In the Science and Technology program, students develop the competency *Communicates in the languages used in science and technology* when they produce coherent and accurate media messages of a scientific nature. Students transfer this learning in the EESL classroom when they produce media texts. The English language becomes an additional medium through which students may access resources. For example, in projects involving the History and Citizenship Education program, they research historical events in English, construct meaning of the texts they find, and then reinvest their understanding of these texts in the History class. The aesthetic aspect of culture links the EESL program to the four Arts Education programs. In the EESL classroom, students explore drama, visual arts, dance and music from the English-speaking world in order to better understand cultural diversity, and to make comparisons with their own culture. The EESL program is connected to the Personal Development programs. In all these programs, students are called upon to clearly express their point of view, give reasons to justify it, ask for explanations and take a reflective stance on different ways of thinking. In the EESL classroom, students reinforce the metacognitive aspect of the Personal Development programs when they regulate their learning, and evaluate their processes and products.



Integrated Teaching-Learning-Evaluating Context

All three competencies in the EESL program are developed in synergy. To maximize their development, certain conditions must be put into place. General information about some of the elements of this Teaching-Learning-Evaluating Context can be found in Chapter One of the PFEQ, A Curriculum for the Twenty-First Century.

A Community of Learners

Integrated Teaching-Learning-Evaluating Context

The EESL classroom is an interactive, cooperative and investigative community in which students are responsible for actively participating in their learning.

In the Secondary Cycle Two EESL classroom, students continue to develop the three EESL competencies in a social constructivist context—a community of learners. Such a community reaches beyond the classroom to include others such as school personnel, e-pals and guest speakers. Parents are also part of the community of learners and encourage their children to learn English and be open to its cultures.

The EESL classroom is an interactive, cooperative and investigative community in which students are responsible for actively participating in their learning. They work together with the teacher to pursue the goal of developing communicative competence, which is both an individual achievement and a community effort. Each member plays an active role in fostering a supportive learning atmosphere characterized by mutual trust, respect and acceptance of individual differences. A positive interactive environment allows students to learn together, constructing knowledge and shaping values that reflect the aims of the PFEQ.

Oral interaction is the backdrop to all activity in the EESL classroom. Students speak English at all times to communicate spontaneously and explore complex issues and abstract ideas. They learn about themselves and their peers, reinforcing the sense of community. Students learn to respect others' viewpoints and to express their own ideas with confidence when interacting with others.

Students work and reflect on their own, as well as *Cooperate with others* (CCC). Cooperation involves any situation in which two or more students work together. They can work towards a common goal, such as organizing a class newspaper. They can also work cooperatively to attain an individual goal such as writing a letter of opinion. Everyone assumes an active role within the community of learners in order to learn from one another as they provide, request and accept constructive feedback. They also learn from their observations of others' use of language, work methods, strategies and resources.

Group tasks provide opportunities for students to realize how others can positively influence their own development. They are aware of the importance of their role in the community of learners and view being active learners as essential to their own and others' English language development.

Resources

Integrated Teaching-Learning-Evaluating Context

In order to develop the three EESL competencies, students have access to material resources in a culturally rich learning environment and to human resources in the community of learners.

Language and culture are interrelated and cannot be dissociated or taught separately. Students must be exposed to a rich linguistic environment to understand English cultures. In turn, exposure to these cultures enhances students' learning of the English language. As with language, culture is explored on an ongoing basis within culturally rich contexts. Examples of the English language and English cultures, such as posters of functional language, pictures, banks of expressions, magazines and newspapers can be found in the EESL classroom. Students are

In order to develop the three EESL competencies, students have access to material resources in a culturally rich learning environment and to human resources in the community of learners.

actively involved in creating this environment by displaying texts they have written and produced, and by participating in the selection of texts used in class. Through exposure to diverse aspects of culture such as age-appropriate literature, cinema, history, idiomatic expressions and humour, students become aware of customs, values and beliefs of English speakers in Québec, in the rest of Canada and throughout the world.

For learning and ongoing evaluation, students need access to a variety of material resources such as banks of expressions, checklists, encyclopedias, dictionaries, thesauruses and grammar reference books. Both inside and outside the classroom, students explore authentic texts² (e.g. novels, newspapers, magazines, advertisements, radio broadcasts, TV programs, movies, Web sites). Within a community of learners, students also have access to human resources through support and feedback from their teacher, peers and from other people in the school, family and wider community. They are encouraged to use material and human resources available in English in the local, regional or global community.

To help students develop the three EESL competencies, the appropriate ICT must be made available (e.g. TVs, tape recorders, CD and DVD players, computers, the Internet, as well as multimedia software and media-related computer equipment). These ICT are valuable resources for motivating students to learn by bringing authentic examples of the English language and its cultural aspects into the classroom, particularly in regions where students have little exposure to English. For example, in preparation for an exchange visit, students can set up a class Web site, interact with peers in their host school through e-mail, and prepare a class multimedia presentation to introduce themselves. As another example, during a project comparing educational systems in Canada and around the world, students can send questionnaires to e-pals and practise browsing techniques as they use the Internet to do research. Electronic versions of atlases, dictionaries, encyclopedias and documentaries can serve as reference tools. Students need technology at their disposal to carry out the production process where the final product can take the form of a short film, radio drama or multimedia presentation.

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

Role of the Student

Integrated Teaching-Learning- Evaluating Context

At the Secondary Cycle Two level, students develop attitudes, construct knowledge, and build an inventory of strategies and resources to enable them to be lifelong language learners. They value opportunities and attempt to use English outside the context of the classroom to meet their personal, academic and employment needs. In order to help consolidate autonomy in language learning, students assume a more active, informed and self-directed role in the learning process. They participate in some of the decisions regarding topics, tasks and issues to be explored in learning and evaluation situations (see Learning and Evaluation Situations). Students also take part in their ongoing evaluation and make decisions about the resources needed to carry out a task and the form of a final product. Students develop a greater sense of responsibility and accountability, and become more invested in their learning when they contribute to planning classroom activities.

In order to help consolidate autonomy in language learning, students assume a more active, informed and self-directed role in the learning process.

Students speak English to interact respectfully in all classroom situations. They pay attention to accuracy by focusing on their language repertoire in spontaneous conversations, planned oral interaction and in the carrying out of tasks. When interacting, they use communication strategies to overcome difficulties, such as making up for lack of knowledge of the language. Students also use learning strategies to help them reflect on their learning, process information and language, and interact with others.

Students listen to, read, view, respond to, write and produce texts. They explore and adapt the response, writing and production processes. They experiment with various texts, models, tools and resources and apply what works best for them in a given context. When students make errors, they view them as indicators of what needs attention and work. They notice and correct errors on their own and make a conscious effort to use the accurate forms in future interactions and texts.

Throughout their learning, students develop an attitude of respect and openness to English cultures. They compare their own culture to different English cultures. They discover similarities and differences by exploring the aesthetic, sociological and sociolinguistic aspects of culture. They consider the influence of culture when interacting orally in English, when reinvesting their understanding of texts, and when writing and producing texts. They also examine current events in the English-speaking world and come to better understand cultural diversity.

A positive, supportive learning environment is imperative when learning a second language. Students participate in maintaining this environment in order to be comfortable taking risks with the language and exploring different viewpoints. They are tolerant of other students' errors and opinions. When problems arise, they take part in finding solutions and applying them. They express their personal views with confidence and consider integrating aspects of others' viewpoints into their own.

Students regulate their development of the competencies as they reflect critically on their ideas and attitudes, their language repertoire, products, processes, strategies and resources, and make necessary adjustments. They also seek to learn from the teacher's and peers' use of language, strategies and resources. They take into account their own reflection as well as feedback provided by others to better understand themselves as learners and to identify their strengths and weaknesses. They provide feedback to others. Reflection helps them build autonomy in learning as they define their learning needs, set personal learning goals and determine the best means for attaining these goals. In order to participate in their ongoing evaluation, students use a variety of tools to keep traces of their learning (e.g. checklists, self- or peer-evaluation grids and portfolios).

Students *Cooperate with others* (CCC) in group work. All members of the group are responsible for their own contribution and are held individually accountable for their work. Students are more motivated to become involved in group tasks when they receive recognition and constructive feedback for their individual contribution. They develop a greater sense of responsibility to self and others, and are important members of the community of learners.

Role of the Teacher

Integrated Teaching-Learning- Evaluating Context

ESL teachers play a crucial role in helping students develop the CCCs and the EESL competencies. They are responsible for planning learning and evaluation situations that are complex, contextualized and meaningful. They cooperate with other teachers to develop interdisciplinary learning and evaluation situations. To allow the development of the competencies, teachers ensure that students integrate both prior knowledge of the Related Content and new learning in varied situations. Teachers guide students' learning and the development of their competencies. They expose them to the language and to the cultures of the English-speaking world by using culturally rich texts in the class and providing opportunities to come into contact with English speakers (e.g. organizing a field trip to Ottawa, attending a play given in English, inviting a guest speaker to class). Teachers support students while they discover English cultures and try to connect them to their own culture (e.g. reading a text on national holidays in New Zealand).

As models and guides, teachers speak English at all times and require students to use English as well.

Teachers have a role to play in evaluating the students' development of the three EESL competencies. They use ongoing evaluation as a means to support students' learning throughout the cycle. They provide constructive feedback through a variety of tools such as rubrics, anecdotal notes and conferencing. Teachers also use evaluation to make judgments regarding the degree to which students have developed their competencies at the end of each year of the cycle.

As facilitators, teachers are observant pedagogues, ready to differentiate their teaching to adjust to the proficiency levels, needs, interests and learning styles of the students in order to allow them to learn and progress at their own rate. They allow for student input regarding topics, tasks and ongoing evaluation. They are responsible for establishing a positive learning environment in which students interact in English and work cooperatively. Teachers foster motivation by encouraging students to connect learning to the personal, social and academic aspects of their lives. They help students realize the advantages of learning the English language, and of becoming familiar with its cultures.

Teachers are responsible for encouraging students to experiment with the English language. They help students pay increasing attention to the accuracy of the form (grammar) of the message. Errors provide insight into the students' language learning. Teachers use corrective feedback techniques and

provide form-focused activities to help them notice and correct their errors. Paying attention to accuracy does not discourage risk-taking; rather, teachers ensure that students feel supported when they take risks and make errors.

As models and guides, teachers speak English at all times and require students to use English as well. They are examples of what it is to be competent communicators in English; they model appropriate use of language, processes and resources. They teach strategies through modelling and elicitation. Teachers guide students in their self-regulation by modelling metacognitive strategies (e.g. planning the production process). They help students become aware of the strategies they use, their effectiveness, and their transferability to different situations. They decrease support and help students build autonomy by demonstrating what it means to be lifelong learners of English (e.g. by sharing new expressions, favourite books and movies).

The following chart describes the main roles of the student and the teacher in the EESL classroom.

Role of the Student	Role of the Teacher
<ul style="list-style-type: none"> – Speaks English in all classroom situations – Takes risks with language and ideas – Interacts respectfully and cooperates with others – Participates in maintaining a positive learning environment – Develops an attitude of respect and openness to English cultures – Participates in some decisions regarding topics, tasks and ongoing evaluation – Carries out tasks with as much regard for the process as for the product – Demonstrates individual accountability when working with others – Gives, requests and integrates constructive feedback from others – Seeks to learn from the teacher's and peers' use of language, processes, strategies and resources – Regulates own competency development – Supports others' learning 	<ul style="list-style-type: none"> – Speaks English at all times – Encourages risk-taking – Establishes and nurtures a positive interactive learning environment – Helps students discover English cultures – Allows for student input regarding topics, tasks and ongoing evaluation – Plans meaningful tasks, and learning and evaluation situations – Differentiates for learning and evaluation – Cooperates with other teachers to develop interdisciplinary learning and evaluation situations – Models use of language, processes, strategies and resources – Uses ongoing evaluation to support students' learning and adjust pedagogical practices – Evaluates for recognition of competencies

Differentiation

Integrated Teaching-Learning- Evaluating Context

Differentiation means recognizing where students are in their learning and helping them maximize their growth by making adjustments in pedagogical practices to accommodate differences in readiness, interests and learning styles.

Differentiation means being responsive to the learning needs of all students in the EESL classroom—those with special 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 maximize their growth by making adjustments in pedagogical practices to accommodate differences in readiness, interests and learning styles. However, differentiation does not presume different tasks for each student. Rather, in order to be suitably challenged, all students need to work with tasks that offer different

options, such as choice of topic, complexity, ways of expressing the final product and working arrangements. Teachers can differentiate content, process, product and learning environment.

Content

Teachers can differentiate the content—what students learn and where they get the information. For example, with input from students, teachers provide a choice of popular, literary and information-based texts for varying language levels, areas of interests, learning styles and influences of gender and culture. They can make a wide range of material resources available (e.g. teen magazines, DVDs, on-line encyclopedias) as a way of appealing to students' needs and interests.

Process

To differentiate process, teachers provide learning and evaluation situations that develop the same EESL competencies in all students, but with different levels of support and complexity. For example, they provide options within a learning and evaluation situation in order to be compatible with students' learning styles. They vary the length of time it may take to complete a task in order to provide additional support for a struggling student or to encourage an advanced student to pursue a topic in greater depth. Teachers encourage students to adapt the response, writing and production processes and apply what works best for them in a given context.

Product

Differentiation can include the products students work on. For example, they can be given choices regarding the final form of a reinvestment task (e.g. a comic strip or a letter of complaint). Students can also be given options regarding the tools used for ongoing evaluation to assess their final products (e.g. portfolios, peer- or self-evaluation checklists or conferencing).

Learning Environment

Teachers can differentiate in the learning environment. They focus on students' interests and needs, and create a classroom atmosphere where new ideas and initiatives are encouraged. They organize the class to facilitate whole-class, small-group and individual work. When they are busy working with some students, teachers set routines that allow the other students to get help from different resources (e.g. dictionaries, the Internet, peers). Teachers take into account their own observations and students' reflections in order to support learning and adapt their teaching to be most effective (i.e. regulation).

Evaluation: An Integral Part of Learning

Integrated Teaching-Learning- Evaluating Context

Throughout Secondary Cycle Two, the teacher evaluates students' development of the three EESL competencies. Evaluation is an integral part of learning and is taken into account when planning learning and evaluation situations. Evaluation serves two distinct purposes: regulation of the development of competencies and recognition of competencies at the end of each year of the cycle and for the certification of studies.

Evaluation Criteria

The evaluation criteria represent the important aspects of the EESL competencies to be observed in order to evaluate their development, both throughout and at the end of the cycle. They are generic, and the teacher chooses one or more criteria to observe, according

Evaluation serves two distinct purposes: regulation of the development of competencies and recognition of competencies at the end of each year of the cycle and for the certification of studies.

Learning and evaluation situations (LESs) are a set of related tasks that students must complete in order to reach a defined goal. They maximize opportunities to develop and evaluate one or more of the EESL competencies and the CCCs.

to the specific characteristics of the learning and evaluation situation. They are in neither hierarchical nor chronological order. They can refer to attitudes, processes, products, self-regulation and use of strategies and resources.

The teacher uses the criteria to create evaluation tools such as anecdotal notes³ and rubrics⁴ to gather information about the students' development of the three competencies. The evaluation criteria are explained to students so that they know what is expected in a particular learning and evaluation situation, and are able to make appropriate adjustments. In keeping with the students' role of participating in their learning and ongoing evaluation, they can be more involved in the evaluation process by contributing to the creation of evaluation tools (e.g. a portfolio to evaluate students' participation in the writing process).

End-of-Cycle Outcomes

The EESL end-of-cycle outcomes are learning targets for the end of Secondary Cycle Two. They give a global portrait of what a competent EESL student, who meets the targets, is able to do. The outcomes describe how students demonstrate competency and under what conditions (e.g. in all contexts, students can communicate with a native English speaker who does not speak the students' first language). The teacher ensures that students are familiar with the end-of-cycle outcomes and uses them to guide progress throughout the cycle. The outcomes are one of the tools used to interpret results for the end-of-cycle report, which provides the basis for decisions related to the certification of studies.



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3. Anecdotal notes are informal notes on students' learning, usually jotted down following direct observation.
 4. Rubrics are grids that contain criteria to observe, a scoring scale and a description of each level of the scale stating what the student can do or the characteristics of a final product.

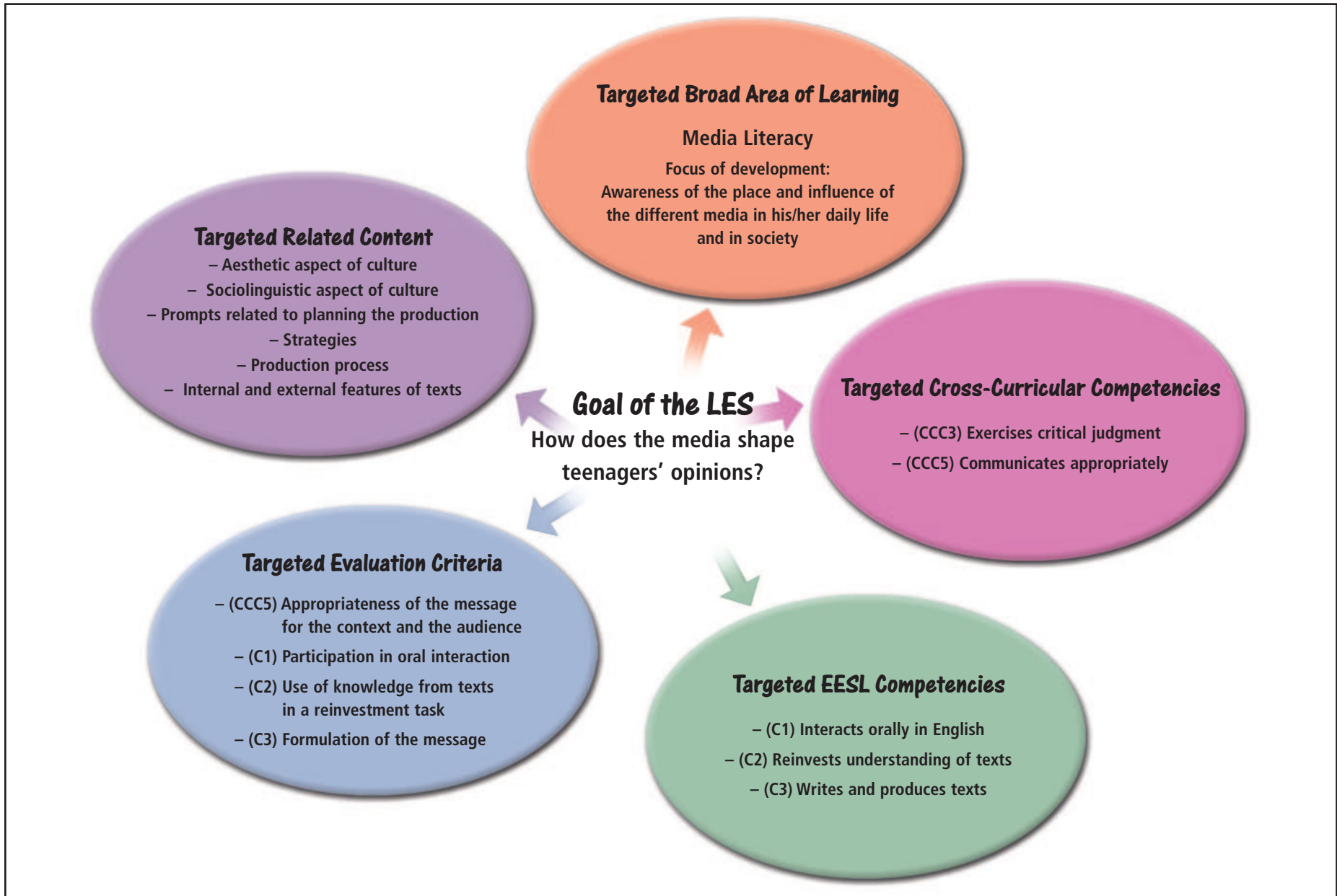
CCCs. These LESs may be disciplinary (i.e. developing the EESL competencies and the CCCs) or interdisciplinary (i.e. developing the EESL competencies, the CCCs and other subject competencies). LESs deal with issues drawn from the BALS; aspects of culture; students' needs, interests or experiences; or other subject areas. With input from students, the teacher makes decisions regarding content, form of products and ongoing evaluation. The teacher also considers which elements of the Related Content to include in the LESs (e.g. language repertoire: when students do not have the vocabulary or structures to accomplish a task, the teacher plans language-focus activities within the context of the situation). Whether teacher-directed or student-initiated, these situations are meaningful and interesting, and provide opportunities for students to interact in English and to cooperate with each other. The greater the appeal and relevance of the issue, the more students will make an effort to participate and communicate their viewpoint. The teacher and students use a variety of methods and tools (e.g. observation grids, quizzes, rubrics and portfolios) in order to carry out self-, peer- or teacher-evaluation, an integral part of LESs.

Essential Characteristics of a LES

A learning and evaluation situation has the following characteristics:

- Presents a goal (question to be answered or problem to be solved)
- Provides opportunities for oral interaction
- Promotes cooperation
- Is appropriate to students' age and level of language development
- Is relevant to students
- Is challenging and motivating
- Exploits authentic texts
- Integrates elements of the Related Content
- Allows for differentiation
- Requires self-regulation
- Provides opportunities for transfer

Components of the example of an EESL LES: Teens in the Media



Example of an EESL LES: *Teens in the Media*

The following learning and evaluation situation is an example of how teachers can integrate the components of the PFEQ as they take into account the essential characteristics of a LES. The goal of this LES is to provide students the opportunity to come to an understanding of how media (e.g. TV commercial, newspaper article, Web site) can shape teenagers' opinions. Students cooperate to investigate how media texts use images and language to influence the listener, reader or viewer. They reinvest their understanding of a variety of media texts by producing their own, such as an advertisement. They come to better understand the importance of language to target a specific audience and to achieve their purpose (i.e. influence teen behaviour).

Teens in the Media and the Broad Areas of Learning

The LES *Teens in the Media* provides an occasion to explore real world issues drawn from the BAL *Media Literacy*. Students become aware of the different functions of media texts (i.e. information, entertainment, promotion, influence, propaganda). As students examine TV commercials, print advertisements, radio spots, etc. and create their own media texts, they develop an awareness of how the media influence teenagers in their daily life and in society.

Teens in the Media and the Cross-Curricular Competencies

The CCC *Exercises critical judgment* is developed as students examine media texts and form an opinion on the validity of the messages to which they are exposed.

The CCC *Communicates appropriately* is also developed when students become familiar with texts presented through a variety of media (e.g. audiovisual, visual/print, digital and audio). They select the medium best suited to the context, purpose of communication and target audience. The teacher observes the development of the competency through the evaluation criterion *appropriateness of the message for the context and the audience*. Both teacher and students use a rubric to evaluate the final media text.

Teens in the Media and the EESL Competencies

Throughout the LES, the three EESL competencies are developed in synergy. Students develop the competency *Interacts orally in English* when they work in teams to deconstruct media texts and brainstorm ideas to produce their own media texts. The teacher observes the development of the competency through the evaluation criterion *participation in oral interaction* using an evaluation tool such as an observation grid.

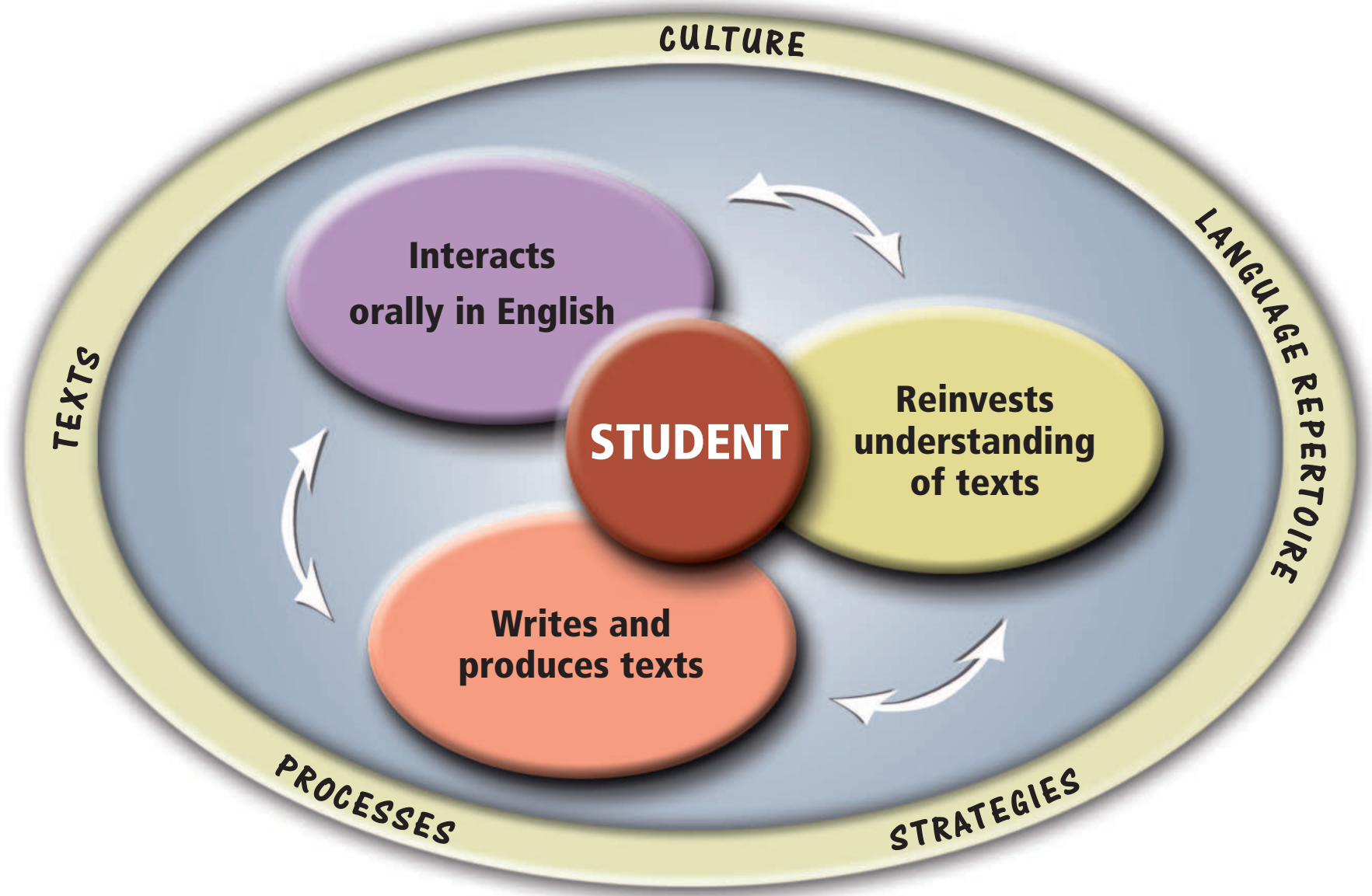
Students develop the competency *Reinvests understanding of texts* by examining a variety of media texts using the response process, and reinvesting their understanding of the impact of language and images on a teen audience. The teacher observes the development of this competency through the evaluation criterion *use of knowledge from texts in a reinvestment task*. The teacher may create a checklist to evaluate how well students have reinvested their understanding in their own media texts.

When producing a media text, students develop the competency *writes and produces texts* using the production process. Students select the appropriate medium to effectively influence a teen audience. They decide on the type of language and media conventions and techniques to use to best achieve this purpose. They can create a storyboard or write a script for a radio advertisement. The teacher collects data on the evaluation criterion *formulation of the message* using a rubric.

Teens in the Media and Differentiation

The LES *Teens in the Media* provides teachers the opportunity to be responsive to students' learning needs. Teachers, with input from students, provide a choice of media texts to listen to, read and view for varying language levels (e.g. popular Web sites for teenagers). They can encourage students to create media texts that best suit their learning styles (e.g. TV ad, radio commercial, pamphlet). They provide students with support (e.g. language-focus activities) or enrichment (e.g. media texts from various English cultures). Teachers can suggest a variety of tools for students to evaluate both their process and their final product.

Enriched English as a Second Language Program



Focus of the Competency

Interacts orally in English is the cornerstone of the EESL program: constant interaction plays a central role in the development of all aspects of communicative competence. Through the development of this competency, EESL students refine their language repertoire, and their use of strategies and resources to confidently communicate with English speakers in social contexts, in the workplace and while exploring the world. The very nature of oral interaction allows students to learn with others; they improve their use of English, construct meaning with others and enrich the community of learners. Learning and evaluation situations dealing with issues drawn from the BALs provide frequent opportunities to interact in English for different purposes, and to develop

Through the development of this competency, EESL students refine their language repertoire, and their use of strategies and resources to confidently communicate with English speakers.

the CCCs. For example, students interact in English when they have a debate on raising the legal age for acquiring a driver's license (BAL: *Citizenship and Community Life*, CCC: *Achieves his/her potential*).

Interacts orally in English is developed in synergy with the two other EESL competencies. It contributes to the development of both *Reinvests understanding of texts* (e.g. students discuss questions they have after viewing a short documentary on a current event and reinvest understanding by debating the issues), and *Writes and produces texts* (e.g. students give feedback when editing a letter of opinion; they interact with others to decide on stories to include in a news broadcast). Through the development of this competency, students refine and adapt their language repertoire and continue to build an inventory of strategies and resources. Interacting orally in English allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students increased their fluency and accuracy in English. They investigated issues related to their needs, interests and

experiences, exploring concerns inspired by the BALs. They interacted orally in English to construct meaning with others, validating personal understanding and readjusting comprehension, when necessary. They also reflected on their language, strategies and resources to communicate more effectively.

In Secondary Cycle Two, students focus on the accuracy of their message as they interact spontaneously in English in all classroom situations. They investigate increasingly complex issues and abstract ideas inspired by their personal needs, interests, experiences; the BALs; their culture and community; and world affairs. As students mature throughout Cycle Two, they become more receptive to new ideas and viewpoints, and more conscious of how others learn and use English to express themselves. They become increasingly aware that they can help their peers develop this competency.

Description of the Key Features of Competency 1

The competency *Interacts orally in English* unfolds through the following key features: engages in oral interaction, constructs meaning of the message and regulates own development as communicator. These key features are the main aspects of the competency and describe the students' actions as they develop this competency. The key features are interdependent, nonsequential and work together in synergy.

Engages in oral interaction

Students converse spontaneously in English in all classroom situations (e.g. expressing their viewpoints in discussions, informing the teacher about their learning goals or convincing their team to change the form of a final product). They participate in different types of oral interaction (e.g. debates, plays and improvisations). As members of a community of learners, students cooperate by actively contributing to discussions and showing support for one another's learning (e.g. clarifying or reformulating what another student

is trying to say). As they refine their language repertoire, EESL students are increasingly able to elaborate on personal viewpoints, complex issues and abstract ideas. They take risks with language and in expressing their ideas, opinions and experiences. They adapt their language repertoire to the context, paying attention to the audience (i.e. other speakers), the purpose of their oral interactions and social conventions. They express a message that is fluent (i.e. a message comprising stretches of well-structured speech that flow easily and smoothly with little hesitation when searching for words). They pay particular attention to increasing the accuracy of the message (e.g. vocabulary, grammar, pronunciation, intonation, register). Oral interaction takes place in an atmosphere of trust where students communicate respectfully with others. They continue to build an inventory of strategies (e.g. rephrase, self-monitor) and resources (e.g. functional language), selecting and using those appropriate to the task.

Constructs meaning of the message

Students develop their ideas and personal viewpoints while negotiating and constructing meaning with others. They actively listen to others by using strategies such as directing attention to the speaker or recasting to verify understanding. They compare their social and cultural values, traditions and perceptions, and understand how others can influence their own values and choices. Together, they explore increasingly complex issues and abstract ideas in English (e.g. discuss the place and influence of different media in their daily life, community and the world). Students *Exercise critical judgment* (CCC): they form an opinion based on facts; and they communicate and justify their position. When constructing meaning of the message, EESL students take the context into account (e.g. they consider the cultural background of the English speaker). They form their ideas and opinions on issues by comparing them to those of others and making adjustments, when necessary. They take into account the subtleties of the English language (e.g. idiomatic expressions and jokes) and the impact that carefully chosen speech can have on interactions (e.g. agreeing and disagreeing politely). They continue to build an inventory of strategies (e.g. compare and develop cultural understanding) and resources (e.g. peers), selecting and using those appropriate to the task.

Regulates own development as communicator

Students regulate their own development as communicators—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses. They gradually build the self-knowledge they need to become more effective and autonomous communicators in English. They set short- and long-term personal learning goals and persevere in attaining them (e.g. they make a conscious effort to take risks in sharing their viewpoints). Students can prepare for oral interaction (e.g. they identify and select the communication strategies appropriate to the situation). As they interact, they notice their errors and correct them. With some guidance from the teacher and in discussion with peers, students reflect on their ideas and personal viewpoints. They also reflect on the accuracy of their language repertoire and the appropriate use of strategies and resources. They examine how they use language and social conventions (e.g. adjusting their language register to a formal context) to help foster respectful interaction. Students readily give, request and integrate constructive feedback to improve the development of this competency. They observe how their peers use language in order to improve their own communication. They make the necessary adjustments to ensure continued language development. Students recognize the importance of using metacognitive strategies and seek or create practice opportunities when they take advantage of situations outside the classroom to speak English.

Evaluating Competency 1

When evaluating the development of the competency *Interacts orally in English*, teachers use the evaluation criteria. They observe students' participation in oral interaction (e.g. commitment to speaking English at all times, contribution to oral interaction, perseverance in oral interaction). They observe the content of the message (e.g. coherence and pertinence of the message, elaboration of ideas) and the articulation of the message (e.g. fluency, accuracy). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

Key Features of Competency 1

Engages in oral interaction

Converses spontaneously in English in all classroom situations • Contributes to discussions • Elaborates on personal viewpoints, complex issues and abstract ideas • Refines language repertoire and adapts it to the context • Expresses a fluent message • Uses strategies and resources

Constructs meaning of the message

Actively listens to speaker • Takes context into account • Compares own ideas and personal viewpoint with those of others • Takes subtleties of the language into account • Uses strategies and resources

Interacts orally in English

Regulates own development as communicator

Sets short- and long-term personal learning goals • Monitors own oral interaction with others • Reflects on own ideas and viewpoints, language repertoire, strategies and resources • Gives, requests and integrates constructive feedback • Makes adjustments for continued language development

Evaluation Criteria for Competency 1

- Participation in oral interaction
- Content of the message
- Articulation of the message
- Management of strategies and resources

End-of-Cycle Outcomes for Competency 1

Participation in oral interaction

By the end of Secondary Cycle Two, students are committed to speaking English at all times. They are confident communicators in English in all classroom situations. They take risks with language and in expressing their ideas. They persevere, even when they make errors. Students contribute to oral interaction when they cooperate with others to share their ideas and opinions and provide feedback.

Content of the message

In all contexts, students can communicate with a native English speaker who does not speak the students' first language. The content of their message is pertinent to the topic, and the ideas are coherent and reflect their cognitive maturity. Their message is well developed: they support their viewpoints with facts, examples and explanations. They elaborate on complex issues and abstract ideas. Students consider the audience (i.e. other speakers) and purpose, and respect social conventions in order to interact appropriately.

Articulation of the message

Students pay attention to the articulation of the message. They produce language that is spontaneous and fluent—they produce stretches of well-structured speech that flow easily and smoothly with little hesitation when searching for words. Students use an accurate language repertoire to communicate effectively (e.g. vocabulary, grammar, pronunciation, intonation, register). They use idiomatic expressions and complex sentence structures.

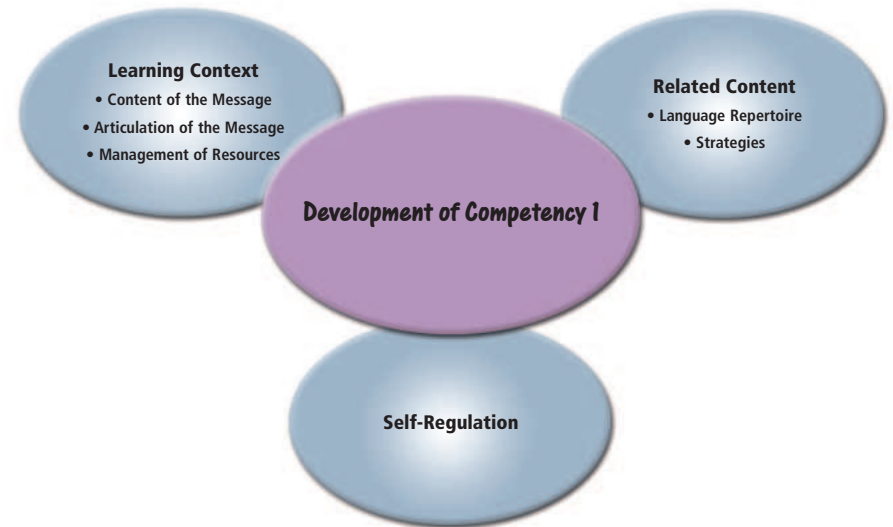
Management of strategies and resources

Students make a conscious effort to improve this competency. They manage their strategies and resources on their own: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. They effectively regulate their development as communicators. They seek help from peers or the teacher, when necessary, and recognize that they are valuable resources for each other. Students are autonomous learners, equipped with strategies and resources that are needed for lifelong learning.

Development of Competency 1

When planning LESs to enable students to progress in their development of the competency *Interacts orally in English*, teachers take into account the following parameters: the learning context, the elements of the Related Content to be mobilized and self-regulation. The following charts describe the level of complexity of each parameter and the elements therein, and provide some examples. They also describe the level of assistance provided by the teacher to ensure students' progression throughout the cycle.


To adjust the complexity of LESs, teachers strike a balance among the elements of all the parameters in order to establish an appropriate, overall challenge for students at different stages of competency development. For example, in Year One of the cycle, a task with a familiar topic and audience and teacher-provided resources may have a more complex purpose, call for a higher level of language and require teacher support with self-regulation. As the three EESL competencies are developed in synergy, when teachers plan LESs that focus on the development of *Interacts orally in English*, they keep in mind that, usually, at least one of the other two competencies is also activated.



**Development
of Competency 1**

LEARNING CONTEXT: Content of the Message


To plan oral interaction within the targeted range throughout the cycle, teachers take into account the level of complexity of the following elements. Some examples are provided.

Year One	Year Two	Year Three
<p>Familiar/More Simple</p> <p>Topic/information</p> <ul style="list-style-type: none"> – students’ experiences, concerns, interests – immediate environment – everyday needs – own culture <p>Audience (i.e. other speakers)</p> <ul style="list-style-type: none"> – peers – teachers <p>Purpose</p> <ul style="list-style-type: none"> – to explain instructions – to ask questions 		<p>Unfamiliar/More Complex</p> <p>Topic/information</p> <ul style="list-style-type: none"> – students have little prior knowledge – complex issues – abstract ideas – other cultures <p>Audience (i.e. other speakers)</p> <ul style="list-style-type: none"> – people that students do not know – people from different cultural backgrounds <p>Purpose</p> <ul style="list-style-type: none"> – to express viewpoints – to support an opinion

LEARNING CONTEXT: Articulation of the Message

Development
of Competency 1


To plan oral interaction within the targeted range throughout the cycle, teachers take into account the level of complexity of the required language repertoire. Some examples are provided.

Year One	Year Two	Year Three
More Simple Message . . . <ul style="list-style-type: none">– contains some complex sentence structures and idiomatic expressions– has appropriate vocabulary and functional language– shows correct use of language conventions (intonation, pronunciation, grammar)		More Complex Message . . . <ul style="list-style-type: none">– contains a variety of sentence structures and idiomatic expressions– has vocabulary that takes into account audience (i.e. other speakers), register and social conventions– shows accurate and effective use of language conventions

LEARNING CONTEXT: Management of Resources

Development
of Competency 1

Throughout the cycle, teachers anticipate the material and human resources students need to manage in order to interact orally, as well as the level of assistance students are to be provided. Some examples are given.

Year One	Year Two	Year Three
The teacher . . . <ul style="list-style-type: none">– provides material resources (e.g. functional language references, language prompts)– structures individual, pair and group work (e.g. assigns roles and tasks)– establishes timelines– encourages students to serve as resources for each other when they interact orally (e.g. help each other in discussions)		The teacher . . . <ul style="list-style-type: none">– encourages students to use their prior knowledge and available resources– helps students organize their team work and timelines– reminds students of their role as resources for each other when they interact orally

RELATED CONTENT


Throughout the cycle, teachers anticipate the elements of the Related Content students need to mobilize in order to interact orally, as well as the level of assistance students are to be provided.

	Year One	Year Two	Year Three
Language Repertoire	<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides models of linguistically rich interaction (excerpts of authentic conversations) – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students' use of language repertoire 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students' use of language repertoire
Strategies – Cognitive – Communication – Social/Affective	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies

SELF-REGULATION

Development of Competency 1

Teachers provide frequent opportunities for students to reflect on their learning and on how effectively they cooperate with others. They regularly give feedback on this reflection and ensure that students keep traces of their learning and self-regulation (e.g. self- and peer-evaluation). Throughout the cycle, teachers move from structuring the conditions for self-regulation to providing support, when needed, in students' management of metacognitive strategies. Some examples are provided.

Year One	Year Two	Year Three
<p>The teacher . . .</p> <ul style="list-style-type: none">– explicitly teaches metacognitive strategies– provides resources (e.g. functional language, prompts, guiding questions, evaluation tools) for self-regulation– models how to use resources– ensures students set short- and long-term learning goals– follows up on students' efforts to attain learning goals		<p>The teacher . . .</p> <ul style="list-style-type: none">– elicits students' use of metacognitive strategies– reminds students about resources and alternative strategies– ensures students notice and correct their own errors– ensures students analyze the effectiveness of their strategies– encourages students to provide feedback to each other– encourages students to talk about their learning

COMPETENCY 2 Reinvests understanding of texts

Focus of the Competency

The competency *Reinvests understanding of texts* gives students the opportunity to use and integrate newly acquired knowledge. They listen to, read and view a variety of authentic popular, literary and information-based texts in order to explore complex issues, abstract ideas and cultures associated with the English-speaking world, as well as for personal enjoyment. They construct meaning of texts through the response process. They make use of their understanding of these texts in meaningful reinvestment tasks. Learning and evaluation situations dealing with issues drawn from the BALs provide frequent opportunities to reinvest understanding of texts, and to develop the CCCs.

Students construct meaning of texts through the response process. They make use of their understanding of these texts in meaningful reinvestment tasks.

For example, when doing research on extreme sports, students select appropriate sources, compare information and make connections between prior knowledge and new information, in order to write a text taking a critical look at lifestyles today (BAL: *Health and Well-Being*, CCC: *Uses information*).

Reinvests understanding of texts is developed in synergy with the two other EESL competencies. It contributes to the development of both *Writes and produces texts* (e.g. students carry out a reinvestment task when they write a letter of opinion or produce an editorial cartoon to comment on a controversial current event) and *Interacts orally in English* (e.g. students cooperate and discuss with peers when they use the response process to construct meaning of texts). Through the development of this competency, students enrich their knowledge of texts, refine their language repertoire, and expand their inventory of strategies and resources. Reinvesting understanding of texts allows students to construct learning together.

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students listened to, read and viewed a variety of texts that were appropriate to their interests, age and level of language

development. By using the response process, they were able to reach a more meaningful understanding of texts. They used knowledge from texts to carry out a variety of reinvestment tasks.

During Secondary Cycle Two, students refine their viewpoints on a wide variety of issues. They are becoming more autonomous learners while still aware of their role in a community of learners. They research and choose texts, participate in the planning of reinvestment tasks and take on more responsibility when deciding on the final form of these tasks. Students use the response process with increasing efficiency and take into account the internal and external features of texts (see Texts). They consider feedback from others, and use strategies and resources to continue their development as listeners, readers and viewers.

Description of the Key Features of Competency 2

The development of the competency *Reinvests understanding of texts* unfolds through the following key features: enriches knowledge of texts, constructs meaning of texts, carries out a reinvestment task and regulates own development as listener, reader and viewer. These key features are the main aspects of the competency and describe the students' actions as they develop this competency. The key features are interdependent, nonsequential and work together in synergy.

Enriches knowledge of texts

Students listen to, read and view a variety of authentic texts (e.g. radio talk shows, magazines, books, documentaries) in order to learn and for their own entertainment. Texts are appropriate to their age, interests and level of English language development, and deal with increasingly complex issues and abstract ideas. Students build on the knowledge of texts they have acquired

from the Secondary Cycle One EESL program, *Français, langue d'enseignement* and their personal experience outside the classroom. They expand their knowledge of the internal and external features of texts. Internal features refer to what the text contains in terms of topic/information, language and text components (e.g. in a booklet on how to use a cell phone: technical jargon, step-by-step instructions and diagrams). External features refer to how the text is situated in context by considering its intended purpose and audience, as well as its cultural references (e.g. a music video to entertain teenagers as part of their popular culture). They use terminology associated with the internal and external features to discuss what they listen to, read and view (e.g. when talking about a comic strip: frames, speech bubbles, characters, punch line). By exploring media texts, students consider the importance and influence of these texts in their lives, and take a critical look at how they are constructed. As students explore texts, they take into account how texts may carry cultural significance; they learn about life in different countries and develop openness to the cultures of the English-speaking world. They also use an inventory of strategies (e.g. activate prior knowledge) and resources (e.g. previous texts) to enrich their knowledge of texts.

Constructs meaning of texts

Students construct meaning of a variety of authentic texts by using the response process: exploring the text, establishing a personal connection with the text and generalizing beyond the text (see Response Process). They explore the text on their own using strategies (e.g. predict, infer) and resources (e.g. previous texts) to come to an initial understanding. They take into account the internal and external features of the text (e.g. being aware of the cultural values of an English-speaking community helps to better understand a documentary from that country). They continue to explore the text as they *Cooperate with others* (CCC) by sharing their responses with peers and negotiating meaning. They also *Exercise critical judgment* (CCC) by forming an opinion about the text, expressing and comparing their viewpoints, and adjusting their position, if necessary. They establish a personal connection with the text through their own or others' experiences and generalize beyond the text to address issues at a broader level. They explore culture, complex issues and abstract ideas in texts (e.g. the role of women in different societies). Students make clear links between their

response and the text, referring back to the text to support their understanding. They leave traces of their understanding by recording information, their thoughts, impressions and questions through various means (e.g. response journal, graphic organizer). As they construct meaning of texts, students refine their language repertoire (e.g. new vocabulary and grammar structures) and become conscious of how language is used for different purposes and audiences (e.g. they realize that the language and images used in fashion ads has been carefully chosen to influence their self-image and behaviour).

Carries out a reinvestment task

After students have come to an understanding of texts, they reinvest their understanding by selecting, organizing and adapting knowledge from texts (i.e. internal and external features) in meaningful reinvestment tasks that reflect their needs, interests and strengths. A reinvestment task can be brief (e.g. discussing alternative endings to a story) or more elaborate (e.g. producing a short public awareness film after watching a documentary on teen issues). These tasks are carried out through *Interacts orally in English* or *Writes and produces texts*, thus reinforcing the interdependence of the three EESL competencies. Students consider all aspects of a reinvestment task when they draw upon the CCC *Adopts effective work methods* to determine the goal of the reinvestment task, identify available resources and plan how to carry out the task. Students make clear links between the texts they have listened to, read and viewed, ensuring the knowledge they are reinvesting is true to the original text. They use strategies (e.g. recombine) and resources (e.g. computer software) that are appropriate to the reinvestment task.

Regulates own development as listener, reader and viewer

Students regulate their own development as listeners, readers and viewers of texts—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses. They gradually build the self-knowledge they need to become more effective and autonomous listeners, readers and viewers of English texts. They set short- and long-term personal learning goals and persevere in attaining them (e.g. read an on-line English

newspaper on a regular basis). They reflect on their language repertoire, strategies and resources, and knowledge of texts. With some guidance from the teacher and in discussions with peers, they reflect on their use of the response process. They also examine how they have shown their understanding from texts in their own reinvestment tasks. Students readily give, request and integrate constructive feedback to improve the development of this competency. They also take into account the way others use the response process, carry out reinvestment tasks, and use language, strategies and resources. They make the necessary adjustments to ensure continued language development. Students recognize the importance of using metacognitive strategies and seek or create practice opportunities when they take advantage of situations outside the classroom to listen to, read and view texts in English.

Evaluating Competency 2

When evaluating the development of the competency *Reinvests understanding of texts*, teachers use the evaluation criteria. They observe students' participation in the response process (e.g. perseverance in trying to understand texts, sharing responses with others). They observe evidence of understanding of texts (e.g. answers to guiding questions, use of appropriate prompts, clear links between responses and texts) and the use of knowledge from texts in a reinvestment task (e.g. selection, organization and adaptation of internal and external features of texts, clear links between the reinvestment task and original texts). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

Key Features of Competency 2

Enriches knowledge of texts

Listens to, reads and views a variety of authentic popular, literary, and information-based texts • Expands knowledge of the internal and external features of texts • Considers the influence of media texts • Takes into account the cultural significance of texts • Uses strategies and resources

Constructs meaning of texts

Uses the response process • Takes into account the internal and external features of texts • Explores culture, complex issues and abstract ideas • Links response to texts • Refines language repertoire • Uses strategies and resources

Reinvests understanding of texts

Regulates own development as listener, reader and viewer

Sets short- and long-term personal learning goals • Reflects on use of response process, and on reinvestment tasks, language repertoire, strategies and resources • Gives, requests and integrates constructive feedback • Makes adjustments for continued language development

Carries out a reinvestment task

Selects, organizes and adapts knowledge from texts • Considers all aspects of a reinvestment task • Makes clear links between the reinvestment task and the texts • Uses strategies and resources

Evaluation Criteria for Competency 1

- Participation in the response process
- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task
- Management of strategies and resources

End-of-Cycle Outcomes for Competency 1

Participation in the response process

By the end of Secondary Cycle Two, students have developed a positive attitude to listening to, reading and viewing authentic texts in English. They confidently use the response process to construct meaning of texts. They persevere in trying to understand texts, take risks when sharing their responses, and keep an open mind towards others' responses. Students cooperate with others when they share ideas and justify their viewpoints.

Evidence of understanding of texts

Students listen to, read and view a wide range of authentic texts that correspond to their age, interests and level of language development. Topics deal with complex issues and abstract ideas. They construct meaning through effective use of the response process and by taking into account the internal and external features of texts. They formulate responses that are clearly linked to texts. They explore texts with confidence individually and with others, establish meaningful personal connections to texts and make insightful generalizations to consider issues in a broader light.

Use of knowledge from texts in a reinvestment task

Students reinvest knowledge from texts in a variety of reinvestment tasks. They effectively select, organize and adapt knowledge from texts (i.e. internal and external features) in reinvestment tasks. These tasks are relevant and show clear links to the original texts.

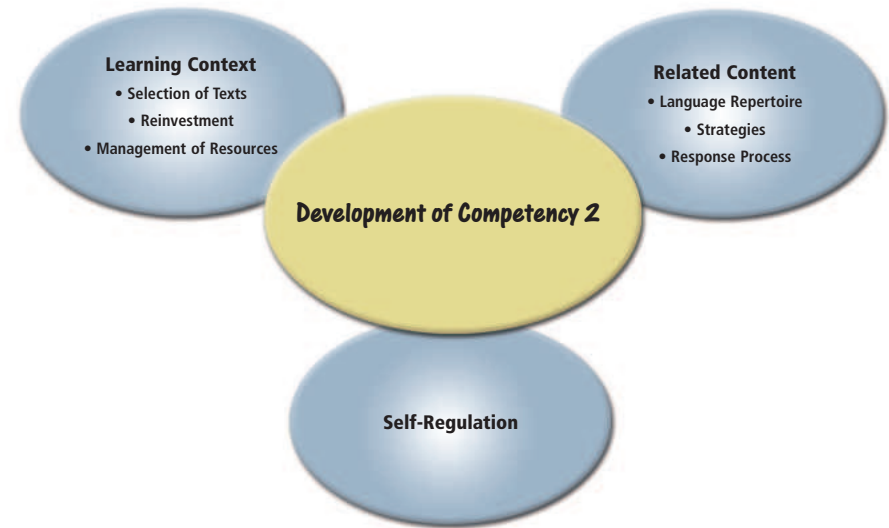
Management of strategies and resources

Students make a conscious effort to improve this competency. They manage their strategies and resources on their own: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. They effectively regulate their development as listeners, readers and viewers. They seek help from peers or the teacher, when necessary, and recognize that they are valuable resources for each other. Students are autonomous learners, equipped with strategies and resources needed for lifelong learning.

Development of Competency 2

When planning LESs to enable students to progress in their development of the competency *Reinvests understanding of texts*, teachers take into account the following parameters: the learning context, the elements of the Related Content to be mobilized and self-regulation. The following charts describe the level of complexity of each parameter and the elements therein, and provide some examples. They also describe the level of assistance provided by the teacher to ensure students' progression throughout the cycle.

To adjust the complexity of LESs, teachers strike a balance among the elements of all the parameters to establish an appropriate, overall challenge for students at different stages of competency development. For example, in Year One of the cycle, teachers provide students with resources to respond to texts that have familiar topics and simple text components, while the reinvestment task may be more complex. As the three EESL competencies are developed in synergy, when teachers plan LESs that focus on the development of *Reinvests understanding of texts*, they keep in mind that, usually, at least one of the other two competencies is also activated.



LEARNING CONTEXT: Selection of Texts

**Development
of Competency 2**

Throughout the cycle, teachers take into account the complexity of the internal and external features of the texts students listen to, read and view.

	Year One	Year Two	Year Three
Internal Features	<ul style="list-style-type: none"> – More concrete, familiar topic/information – More simple language – More simple text components 		<ul style="list-style-type: none"> – More abstract, unfamiliar topic/information – More complex language – More complex text components
External Features	<ul style="list-style-type: none"> – More simple purpose – More familiar audience – More familiar culture 		<ul style="list-style-type: none"> – More complex purpose – Unfamiliar audience – Unfamiliar culture


LEARNING CONTEXT: Reinvestment

**Development
of Competency 2**

Throughout the cycle, teachers ensure that students select, organize and adapt the internal and external features of texts in meaningful reinvestment tasks. They also ensure students make clear links between reinvestment tasks and the texts they have listened to, read and viewed. At the beginning of the cycle, teachers select the internal and external features which students reinvest. As students progress during the cycle, teachers allow for more student input in selecting the text features to be reinvested.

LEARNING CONTEXT: Management of Resources

Throughout the cycle, teachers anticipate the material and human resources students need to manage in order to reinvest understanding of texts, as well as the level of assistance students are to be provided. Some examples are given.

Year One	Year Two	Year Three
<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides material resources to help students respond to texts (e.g. guiding questions and prompts, response journals) – provides students with examples of reinvestment tasks and helps them determine their own – models how to carry out reinvestment tasks – structures individual, pair and group work (e.g. assigns roles and tasks) – establishes timelines – encourages students to serve as resources for each other when they respond to texts and carry out reinvestment tasks 		<p>The teacher . . .</p> <ul style="list-style-type: none"> – encourages students to use their prior knowledge and available resources – elicits examples of reinvestment tasks from students – helps students organize their team work and timelines – reminds students of their role as resources for each other when they respond to texts and carry out reinvestment tasks

RELATED CONTENT

Development of Competency 2

Throughout the cycle, teachers anticipate the elements of the Related Content students need to mobilize in order to reinvest understanding of texts, as well as the level of assistance students are to be provided.

	Year One	Year Two	Year Three
Language Repertoire	<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides functional language – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire
Strategies – Cognitive – Communication – Social/Affective	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies
Response Process	<ul style="list-style-type: none"> – structures prereading, listening, viewing activities – models each phase of the response process 	<ul style="list-style-type: none"> – suggests different prereading, listening, viewing activities – ensures students use and adapt the response process 	<ul style="list-style-type: none"> – suggests different prereading, listening, viewing activities – ensures students use and adapt the response process

SELF-REGULATION (See Self-regulation - Development of Competency 1)

Development of Competency 2

Focus of the Competency

The competency Writes and produces texts gives students an additional means to communicate in English, and provides them with an authentic purpose to write and produce, as well as a real audience to address.

The competency *Writes and produces texts*⁵ gives students an additional means to communicate in English with people from all over the world through a variety of texts (e.g. advertisements, articles on class Web sites and documentaries). This kind of communication provides an authentic purpose to write and produce, as well as a real audience to address. Students draw upon the BAL *Media Literacy* as they become more informed, critical consumers of ideas, information and culture, and produce media texts. The writing and production processes are essential to the development of this competency and give students a framework to write and produce texts. Learning and evaluation situations dealing with issues drawn from the BALs provide

frequent opportunities for students to write and produce texts, and to develop the CCCs. For example, they write a cover letter and résumé for a job (BAL: *Career Planning and Entrepreneurship*, CCC: *Communicates appropriately*); they plan and produce a radio campaign for an upcoming community event (BAL: *Media Literacy*; CCC: *Adopts effective work methods*).

Writes and produces texts works in synergy with the other two EESL competencies. It contributes to the development of both *Interacts orally in English* (e.g. students interact orally when editing each others' texts and throughout the different phases of the production process) and *Reinvests understanding of texts* (e.g. students produce a short news broadcast after reading various articles on an important social issue). Through the development of this competency, students express their own viewpoint, ideas and messages clearly by using effective language and by taking into account their purpose, target audience and its culture. They also become more familiar with how texts are structured (i.e. text components). Writing and producing texts allow students to construct learning together.

5. A written text is composed only of the written/printed word and is the result of the writing process. A media text can be presented through a variety of media, such as audio, visual, digital, and is the result of the production process.

From Secondary Cycle One to Secondary Cycle Two

Throughout Elementary and Secondary Cycle One, students became familiar with using the writing process in *Français, langue d'enseignement* and in EESL classes. In Secondary Cycle One, students began to adapt the processes to the particular task when writing and producing texts. They wrote and produced texts on a regular basis and gained more control of the processes.

In Secondary Cycle Two, students continue to adapt their writing and production processes to write and produce texts that are clear and well structured. They experiment with the different phases of the processes and various texts, models and resources, then apply what works best for them in a given context. When writing texts and producing media texts, they are able to explore increasingly complex issues and abstract ideas as they become more cognitively mature and refine their language repertoire. They explore their own style as they become more aware of how they and others learn and use English to express themselves. They experiment with new ideas and original ways of using language.

Description of the Key Features of Competency 3

The development of the competency *Writes and produces texts* unfolds through the following key features: enriches repertoire of texts, uses the writing and production processes and regulates own development as writer and producer. These key features are the main aspects of the competency and describe the students' actions as they develop this competency. The key features are interdependent, nonsequential and work together in synergy.

Enriches repertoire of texts

Students regularly write and produce a wide range of popular, literary and information-based texts for different purposes (i.e. to express, inform and direct) and audiences (e.g. friends, peers and community members). They broaden their knowledge of a variety of texts and their internal and external features (see Texts), and use this knowledge to write and produce their own texts.

As they become more cognitively mature throughout Secondary Cycle Two, students write and produce texts that deal with their own culture and that of others. They also write and produce texts about increasingly complex issues and abstract ideas. For example, students draw upon the BAL *Environmental Awareness and Consumer Rights and Responsibilities* when they write a newspaper article about environmental concerns in Québec, comparing them to those of another country. They *Exercise critical judgment* (CCC) when they formulate texts based on facts and learn to acknowledge their sources of information (e.g. using footnotes, a bibliography or credits) as they begin to understand and respect standards regarding copyright. As consumers and producers of media texts, students explore media techniques and conventions (see Production Process). They refine their inventory of writing and production resources (e.g. editing checklists, storyboards) and *Use information and communications technologies* (CCC) appropriate to the task.

Uses the writing and production processes

Students use the writing and production processes with increasing efficiency. Before engaging in these processes, students take time to deconstruct texts (i.e. they examine and compare similarities and differences in texts) and recognize patterns that they can transfer to make their own texts more effective. The writing process has five phases: preparing to write, writing the draft, revising, editing and publishing (see Writing Process). The production process has three phases: preproduction, production and postproduction (see Production Process). During the writing and production processes, there are times when students work individually, and at other times they cooperate with others. They *Use creativity* (CCC) by exploring new ways of carrying out the processes: they experiment with and adapt them to suit the task and their personal learning style. As they refine their language repertoire, students are increasingly able to elaborate ideas and personal viewpoints. They pay attention to accuracy when they write and produce well-structured, pertinent texts for a specific topic, purpose and audience. They are aware of the impact language has on an audience and choose the language in their texts to achieve the desired effect (e.g. in a promotional campaign for recycling, students use language to influence their community's consumption practices). Students explore their own style as writers and producers by examining how others write and produce texts: they share how they use language, the processes, strategies and resources. They use appropriate strategies (e.g. semantic mapping, cooperate) and resources (e.g. portfolio) while making adjustments according to their needs.

Regulates own development as writer and producer

Students regulate their own development as writers and producers of texts—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses. They gradually build the self-knowledge they need to become more effective and autonomous writers and producers of English texts. With insights acquired through reflection, they set short- and long-term personal learning goals and persevere in attaining them (e.g. they decide to focus more on editing and revising their texts). Students plan how to carry out tasks. They regularly notice and correct their errors. With some guidance from the teacher and in discussions with peers, students reflect on their texts, language repertoire, strategies and resources, and their use of the writing and production processes. Students readily give, request and integrate constructive feedback to improve the development of this competency. They also take into account the way others use the writing and production processes, language, strategies and resources. They make necessary adjustments to ensure continued language development. Students recognize the importance of using metacognitive strategies and seek or create practice opportunities when they take advantage of situations outside the classroom to write and produce texts in English.

Evaluating Competency 3

When evaluating the development of the competency *Writes and produces texts*, teachers use the evaluation criteria. They observe students' participation in the writing and production processes (e.g. perseverance in using and adapting the processes, openness to other points of view, experimenting with personal style). They observe the content of the message (e.g. coherence and pertinence of the message, elaboration and originality of ideas) and the formulation of the message (e.g. accuracy of language repertoire, use of text components). They also observe students' management of strategies and resources (e.g. identification, selection and use of strategies and resources, and analysis of their effectiveness).

Key Features of Competency 3

Enriches repertoire of texts

Regularly writes and produces a wide range of texts for different purposes and audiences • Broadens knowledge of the internal and external features of texts • Explores culture, complex issues and abstract ideas • Explores media techniques and conventions • Refines inventory of writing and production resources

Uses the writing and production processes

Deconstructs texts • Adapts processes to tasks • Elaborates on ideas and personal viewpoints • Refines language repertoire • Explores own style as writer and producer • Uses strategies and resources

Writes and produces texts

Regulates own development as writer and producer

Sets short- and long-term personal learning goals • Reflects on process and product, language repertoire, strategies and resources • Gives, requests and integrates constructive feedback • Makes adjustments for continued language development

Evaluation Criteria for Competency 3

- Participation in the writing and production processes
- Content of the message
- Formulation of the message
- Management of strategies and resources

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End-of-Cycle Outcomes for Competency 3

Participation in the writing and production processes

By the end of Secondary Cycle Two, students have developed a positive attitude towards writing and producing texts in English. They confidently use and adapt the writing and production processes to suit the task and experiment with their personal style. They persevere, even when faced with challenges. They cooperate and are open to other viewpoints during the writing and production processes.

Content of the message

Students write and produce a wide range of texts for different purposes and audiences. Their texts can be easily understood by a native English speaker who does not understand the students' first language. The content of their message is pertinent to the topic, and the ideas are coherent. Their message is well developed: they support their viewpoints with facts, examples and explanations. They elaborate on complex issues and abstract ideas. Students demonstrate originality and cognitive maturity in the content of their texts. They write and produce texts that correspond to the requirements of the task or to their personal intention.

Formulation of the message

Students pay attention to the formulation of the message when writing and producing texts. They use an accurate and effective language repertoire—vocabulary and idiomatic expressions appropriate to the context, and correct use of language conventions (e.g. word order, agreement, spelling, capitalization, punctuation). Students select language to achieve the desired effect of their text on the audience. They use concrete as well as figurative language, simple and complex sentence structures, and demonstrate effective use of text components. Students rarely make errors of form and focus their attention on refining their own style as writers and producers.

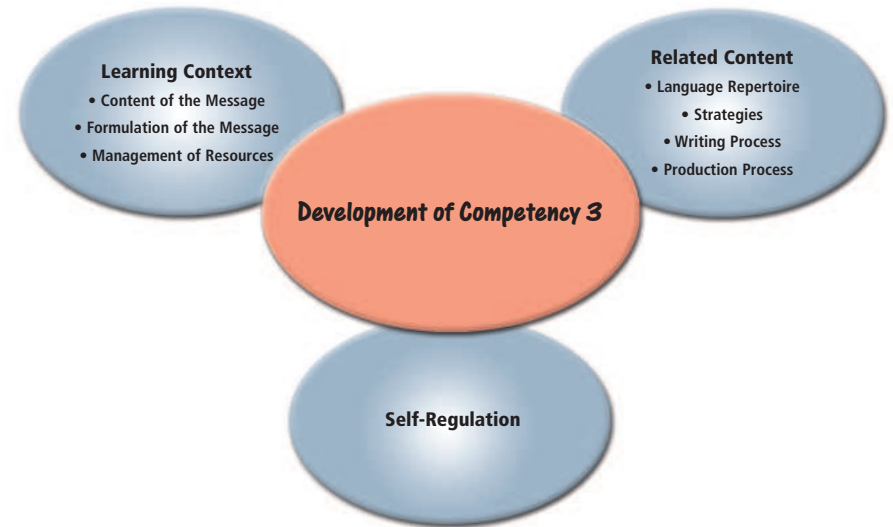
Management of strategies and resources

Students make a conscious effort to improve this competency. They manage their strategies and resources on their own: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. They effectively regulate their development as writers and producers. They seek help from peers or the teacher, when necessary, and recognize that they are valuable resources for each other. Students are autonomous learners, equipped with strategies and resources needed for lifelong learning.

Development of Competency 3

When planning LESs to enable students to progress in their development of the competency *Writes and produces texts*, teachers take into account the following parameters: the learning context, the elements of the Related Content to be mobilized and self-regulation. The following charts describe the level of complexity of each parameter and the elements therein, and provide some examples. They also describe the level of assistance provided by the teacher to ensure students' progression throughout the cycle.


To adjust the complexity of LESs, teachers strike a balance among the elements of all the parameters to establish an appropriate, overall challenge for students at different stages of competency development. For example, in Year One of the cycle, a task with a familiar topic and audience and teacher-provided resources may have a more complex purpose, call for a higher level of language and require teacher support with self-regulation. As the three EESL competencies are developed in synergy, when teachers plan LESs that focus on the development of *Writes and produces texts*, they keep in mind that, usually, at least one of the other two competencies is also activated.



LEARNING CONTEXT: Content of the Message

Development
of Competency 3

To plan the writing and production of texts within the targeted range throughout the cycle, teachers take into account the level of complexity of the following elements. Some examples are provided.

Year One	Year Two	Year Three
Familiar/More Simple		Unfamiliar/More Complex
Topic/information <ul style="list-style-type: none">– students' experiences, concerns, interests– immediate environment– everyday needs– own culture		Topic/information <ul style="list-style-type: none">– students have little prior knowledge– complex issues– abstract ideas– other cultures
Audience <ul style="list-style-type: none">– peers– teachers		Audience <ul style="list-style-type: none">– people that students do not know– people from different cultural backgrounds
Purpose <ul style="list-style-type: none">– to describe– to narrate– to explain		Purpose <ul style="list-style-type: none">– to persuade– to argue– to analyze

LEARNING CONTEXT: Formulation of the Message

**Development
of Competency 3**

To plan the writing and production of texts within the targeted range throughout the cycle, teachers take into account the level of complexity of the following elements. Some examples are provided.

Year One	Year Two	Year Three
<p>More Simple</p> <p>Message...</p> <ul style="list-style-type: none"> – contains some complex sentence structures and idiomatic expressions – has accurate vocabulary – effectively integrates targeted grammar <p>Text components...</p> <ul style="list-style-type: none"> – include, for example, titles, pictures, lead story in a newspaper 		<p>More Complex</p> <p>Message...</p> <ul style="list-style-type: none"> – contains a variety of complex sentence structures and idiomatic expressions – has accurate and effective vocabulary and grammar suitable to the context <p>Text components...</p> <ul style="list-style-type: none"> – include, for example, graphs, charts, inverted triangle method of presenting information in a newspaper article

LEARNING CONTEXT: Management of Resources

**Development
of Competency 3**

Throughout the cycle, teachers anticipate the material and human resources students need to manage to write and produce texts, as well as the level of assistance students are to be provided. Some examples are given.

Year One	Year Two	Year Three
<p>The teacher . . .</p> <ul style="list-style-type: none"> – provides material resources and models how to use them (e.g. text models, editing checklists, dictionaries, ICT) – structures individual, pair and group work (e.g. assigns roles and tasks) – establishes timelines – encourages students to serve as resources for each other when writing and producing texts 		<p>The teacher . . .</p> <ul style="list-style-type: none"> – encourages students to use their prior knowledge and available resources – involves students more in researching information – helps students organize their team work and timelines – reminds students of their role as resources for each other when writing and producing texts

**Development
of Competency 3**

RELATED CONTENT

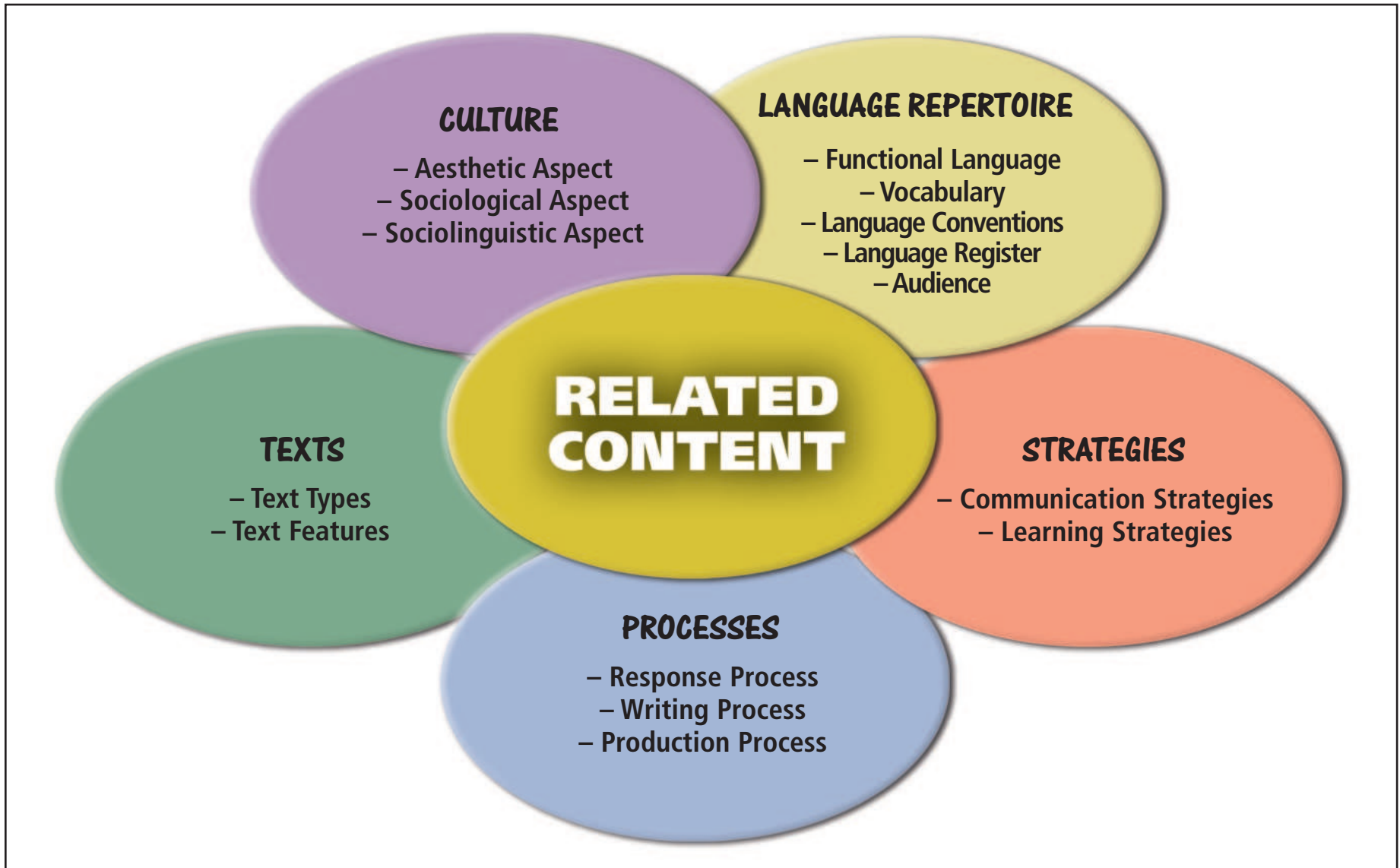
Throughout the cycle, teachers anticipate the elements of the Related Content students need to mobilize in order to write and produce texts, as well as the level of assistance students are to be provided.

	Year One	Year Two	Year Three
Language Repertoire	<p>The teacher . . .</p> <ul style="list-style-type: none"> – explicitly teaches grammar and vocabulary through proactive teaching 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire 	<p>The teacher . . .</p> <ul style="list-style-type: none"> – elicits students’ use of language repertoire
Strategies – Cognitive – Communication – Social/Affective	<ul style="list-style-type: none"> – models how to use and manage cognitive strategies – elicits or reminds students how to use and manage communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies 	<ul style="list-style-type: none"> – elicits or reminds students how to use and manage cognitive, communication and social/affective strategies
Writing Process and Production Process	<ul style="list-style-type: none"> – models each phase of the writing and production processes – ensures students pay particular attention to planning and drafting a preliminary version of written or media texts – encourages students to experiment with their own style 	<ul style="list-style-type: none"> – ensures students use and adapt the writing and production processes – ensures students pay particular attention to making adjustments (e.g. revising, editing) to written or media texts – encourages students to experiment with their own style 	<ul style="list-style-type: none"> – ensures students use and adapt the writing and production processes – ensures students pay particular attention to making adjustments (e.g. revising, editing) to written or media texts – encourages students to experiment with their own style

**Development
of Competency 3**

SELF-REGULATION (See Self-regulation - Development of Competency 1)

**Related Content: Resources essential to the development
of the three Secondary Cycle Two EESL competencies**



Related Content

The elements of the Related Content are resources essential to the development of the three Secondary Cycle Two EESL competencies. Students draw upon their prior knowledge of these elements from the Elementary ESL programs and the Secondary Cycle One ESL programs. They also transfer learning from other subjects, such as knowledge of texts from the *Français, langue d'enseignement* program. Students explore different aspects of English cultures. They experiment with and continue to refine their language repertoire, as well as their use of communication and learning strategies. They use processes to deepen their understanding of texts, and to write and produce texts. All the elements of the Related Content (culture, language repertoire, strategies, processes, texts) are compulsory and must be considered when planning a learning and evaluation situation.



Incorporating aspects of culture into the EESL program greatly contributes to the development of the students' world-view through a better understanding and appreciation of their own culture and that of others.

As in the Elementary and Secondary Cycle One programs, the Secondary Cycle Two EESL program promotes not only the learning of the English language but also of English culture throughout the world. Culture encompasses the beliefs, values, traditions, customs and daily life practices of a given community. Incorporating aspects of culture into the EESL program greatly contributes to the development of the students' world-view through a better understanding and appreciation of their own culture and that of others. Students listen to, read and view culturally rich texts, and are encouraged to participate in cultural exchanges and outings. When selecting and discussing

aspects of culture, it is essential to consider the students' needs, interests and abilities. It is also important to incorporate references to English cultures within Québec and the rest of Canada, other English cultures around the world (American, Irish, Scottish, Australian, etc.), as well as cultures in which English is used as a second language. Images of culture are presented in ways that do not promote stereotypical or idealized versions of the societies they reflect.

Culture affects all language communications. Students develop knowledge of the aspects of culture (aesthetic, sociological and sociolinguistic) to help them understand and communicate with English speakers, and adopt appropriate behaviours (e.g. while visiting a country where English is spoken). Students come to realize that oral, written and visual messages are interpreted according to the cultural background of the listener, reader and viewer (e.g. students compare their own culture with that of another when watching a movie from another country).

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

Aesthetic Aspect of Culture

The aesthetic aspect of culture includes creations that represent and promote English cultures:

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

- Visual arts (e.g. painting, sculpture, architecture)
- Media (e.g. the Internet, radio shows, newspapers, teen magazines, various types of TV programs: situation comedies, cartoons, soap operas, news programs, commercials)

Sociological Aspect of Culture

The sociological aspect of culture includes knowledge that helps students understand the daily life and behaviours within different communities of the English-speaking world.

- Organization and nature of the family (e.g. authority figures, roles, responsibilities)
- Interpersonal relations (e.g. friendship, dating, entertainment)
- Sports and pastimes (e.g. games, hobbies)
- Customs (e.g. food and meal traditions from around the world, holiday celebrations)
- Material conditions (e.g. clothing, housing, transportation)
- Heroes and idols (e.g. athletes, political leaders, musicians, artists)
- History (e.g. historical sites, historical events, museums)
- Geographical features (e.g. natural and artificial features)

Sociolinguistic Aspect of Culture

The sociolinguistic aspect of culture includes the knowledge needed in order to successfully communicate with English speakers.

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

Language Repertoire

Related Content

The language repertoire contains elements essential to the development of linguistic competence in English. Over time, students have assembled a language repertoire that reflects their individual language experience and abilities. They refine this repertoire while developing the three EESL competencies. The language repertoire includes: functional language, vocabulary, language conventions (intonation, pronunciation and focus on form), language register and audience. Students draw upon their knowledge of the French language to help them develop their language repertoire (e.g. cognates and punctuation).

Functional Language

Functional language facilitates learning through oral interaction. It includes fixed expressions and open-ended prompts that can be used in different contexts. The following are some examples of functional language that students may use to interact orally, encourage cooperation, apply the processes and reflect on learning:

- Requesting, receiving and providing feedback (e.g. Could you tell me what you think of...? I think you should/ought to..., Would you mind helping me with...? Let me put it this way, ..., I didn't see it that way because..., I see what you mean. That's food for thought. You may/might want to....)
- Sharing information, especially during the response process (e.g. I enjoyed/hated..., Let me tell you what I know..., I have (never)... before. What do you know about...? It is very interesting to see how....)
- Promoting cooperation (e.g. We might want to..., How about if/what if we...? Let's..., I'd like to know how to..., Do you think you could help me...? I think it would be better if..., We need to agree on this. Could we compromise? Shouldn't we try...? Why don't we...? What's your take on it?)

Functional language includes fixed expressions and open-ended prompts that can be used in different contexts.

- Constructing meaning with others (e.g. I'd like to have your view on this. Do you want to know what I think? In other words, you think that..., That's how I see it; what about you? Let's discuss this together. I think we should get someone else's opinion. What did that make you think of? How did you react to...? Had/have you ever seen/heard/read anything like that before?)
- Exploring features of texts (e.g. In this text we can find..., In this type of text we should find..., The type of language used is..., Who is our audience? What's our purpose?)
- Planning the production (e.g. Now that we have all the information about our subject, we can..., What media should we use? We need to divide up the research. Let's try to plan what happens first, second, ..., Let's brainstorm some ideas together before starting. I have some ideas about what the focus sentence could be. First, we have to decide what our purpose is and who our target audience will be.)
- Reflecting on own development as an English language learner (e.g. I think I had trouble with... because..., Using... made the task much easier because..., I'm getting better at... because..., I now know how to... because I tried..., If I'm stuck, I just have to..., Now I know what to practise. The part I like best about... is... because..., It's much easier to... when the team members know what to do, for example:...)
- Setting goals (e.g. To improve... I will..., I am going to use English outside the classroom to..., My goals for this class/week/month/term are..., I noticed my errors and will try to correct them by...)

Vocabulary

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

Language Conventions

For Secondary Cycle Two EESL students, language conventions refer to intonation and pronunciation, as well as focus on form (grammar), which can include word order, agreement, word form, spelling, capitalization and punctuation. Students develop their knowledge and use of language conventions when they take risks, experiment with English in a variety of meaningful situations, receive appropriate feedback, focus on their errors and make a conscious effort to use the accurate form in future interactions and texts. They also benefit from corrective feedback and form-focused activities that correspond to their immediate needs, and are presented within the context of learning and evaluation situations. Errors of form are a normal part of language learning. Students will often overuse newly learned elements, use them at inappropriate times and may even temporarily regress in their learning; this is all part of second language development.

Focus on Form (Grammar)

Focus on form refers to communicative teaching that draws students' attention to the structure of the English language within the context of the interactive classroom. Although the primary focus of classroom communication is on the meaning of the message, students are becoming increasingly aware of their errors. They know that the accuracy of the form contributes to the clarity of the message. Teachers and students use reactive feedback to deal with errors contextually as they arise in oral interaction and written communication. Teachers use proactive teaching when they anticipate and plan the teaching of forms essential to the successful completion of a learning and evaluation situation. They also use noticing to encourage students to pay attention to specific forms in texts.

Throughout the Secondary Cycle Two EESL program, students experiment more confidently with language. Through reflection on the language and with help from available resources (e.g. grammar references, peers, the teacher), they try to correct their errors. In order for students to effectively use these resources and to benefit from form-focused activities, they become familiar with language terminology (e.g. names of verb tenses, parts of speech). Knowledge of language terminology from *Français, langue d'enseignement* helps students to acquire terminology in English.

Focus on form refers to communicative teaching that draws students' attention to the structure of the English language within the context of the interactive classroom.

How do students and teachers focus on form?

When students reach an appropriate stage in their English language development, they benefit from reactive feedback, proactive teaching and noticing. They are ready to self-correct and understand the importance of accuracy when interacting orally and when writing and producing texts. This appreciation for accuracy is developed through the contextualization of form-focused activities in classroom life and in learning and evaluation situations.

Teachers strike a balance between reactive feedback, proactive teaching and noticing. They consider student readiness—recognizing where students are in their language development—when focusing on form. Since students acquire some forms implicitly through regular interaction in English class, teachers select the forms that require more attention. Recurrence of errors is a natural part of language learning; forms that are challenging to second language learners need to be presented repeatedly throughout the cycle (e.g. the third person singular 's').

Reactive Feedback

Reactive feedback is when the teacher or peers direct the students' attention to errors they have made. Different feedback techniques (see Corrective Feedback Techniques) are used to point out these errors. Students integrate the feedback and gradually become aware of their errors and attempt to correct them. When they require help in finding the correct form, they use resources.

Teachers offer students individual corrective feedback to point out selected errors that could impede understanding of their message, and to increase grammatical accuracy. When they see that several students are making the same errors of form while speaking or in their writing, they design form-focused activities that deal specifically with these errors and present the activities to the class as a whole. For the error correction to be meaningful, these activities are based on errors students have made, and are presented in context.

Corrective Feedback Techniques⁶

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

6. The corrective feedback techniques are taken from Lyster and Ranta (1997).

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

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

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

Proactive Teaching

Teachers anticipate possible language difficulties for students when designing learning and evaluation situations. In order to facilitate learning and improve accuracy, a selected form essential to a learning and evaluation situation can be identified and taught to students. The presentation is embedded in the context of a learning activity, is brief and simple, and focuses only on the specific function of that form in the situation. As grammar is not necessarily acquired in a linear manner, there is no predetermined order in which forms are presented. The situation dictates the forms to be taught.

Noticing Form

Noticing allows students to better understand how a form and its function contribute to the meaning of a message. Initially, students follow the teacher's guidance in noticing specific forms in a text. When their attention is directed to a specific form, they become aware of that form's function. This awareness sets the stage for acquisition of the form in the future. As students progress, they begin to notice the forms themselves.

Texts selected by the teacher or by students are used to highlight a specific form in context. Teachers show how form contributes to the meaning of the message. By integrating noticing activities into learning and evaluation situations, teachers take advantage of language teaching opportunities in texts (e.g. in a text that describes the events that led to the sinking of the Titanic, teachers direct students' attention to the verbs in the past tense).

Language Register

Register is defined as the language used in a particular context. EESL students experiment with a variety of language registers that range from informal to formal, depending on the purpose, cultural setting, audience and topic.

Audience

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



Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. Students use strategies to help them persevere when faced with difficulty so that they can attain their goals and get satisfaction from the results.

Strategies are specific thoughts, actions, behaviours or techniques used by students to solve problems and facilitate learning. They help students become aware of how they learn most effectively, and the ways in which they can transfer this learning to new situations. Strategies are taught explicitly and in a progressive way. In Secondary Cycle One, students were taught to use several strategies, through modelling or elicitation. In Secondary Cycle Two, they are supported in the management of their strategies (i.e. they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task).

Strategies enable students to take responsibility for their learning, thus increasing motivation and building self-esteem. Students use strategies to help them persevere when faced with difficulty so that they can attain their goals and get satisfaction from the results. When they make effective use of strategies, they see themselves as confident, capable learners.

The suggested communication and learning strategies listed below have been proven effective for most second language learners. The lists of strategies are not exhaustive.

Communication Strategies

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

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

Learning Strategies

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

Metacognitive strategies are used by students to self-regulate. They use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses.

- Direct attention (decide to pay attention to the task and avoid irrelevant distracters, e.g. students ask themselves: Am I concentrating on what I have to do?)
- Pay selective attention (decide in advance to notice particular details, e.g. when students listen to a conversation on a tape, they pay attention to how people interrupt politely)
- Plan (foresee the necessary elements to achieve a goal, e.g. students ask themselves: What resources do I need? How will I carry out the task?)
- Seek or create practice opportunities (e.g. watch TV in English; surf the Internet in English)
- Self-evaluate (reflect on what has been learned, e.g. students ask themselves: What did I learn? How did I learn it?)

- Self-monitor (check and correct one’s own language, e.g. I talked on the phone... was talking on the phone when the doorbell rang.)
- Set goals and objectives (set short- and long-term goals for learning English, e.g. I will read a book in English for pleasure this week. By the end of high school, I will be bilingual.)

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

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

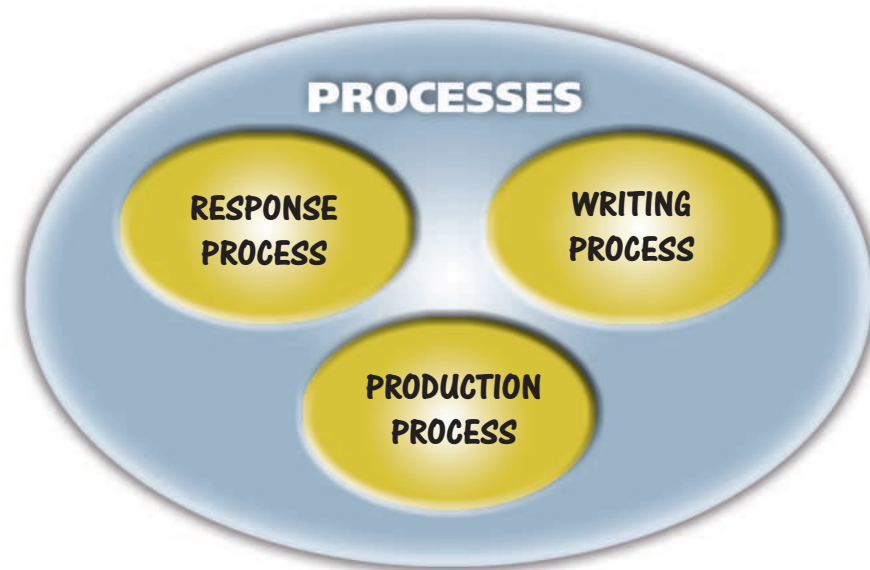
Social/affective strategies involve interacting with another person or using affective control to assist learning.

- Ask for help, repetition, clarification, confirmation (request assistance, reiteration, precision and reinforcement)
- Ask questions (ask for feedback or correction)
- Cooperate (work with others to achieve a common goal while giving and receiving feedback)
- Develop cultural understanding (try to communicate with someone who speaks the language you are learning; learn all you can about the culture and practise the language with this person)
- Encourage yourself and others (talk to yourself and others in a positive way; tell yourself that you are prepared and know what to do to accomplish a task)

- Lower anxiety (reduce stress through relaxation techniques or laughter, or by reminding yourself of goals, progress made and resources available)
- Reward yourself (congratulate yourself when a task is successfully done)
- Take risks (experiment with language and ideas without fear of making errors)



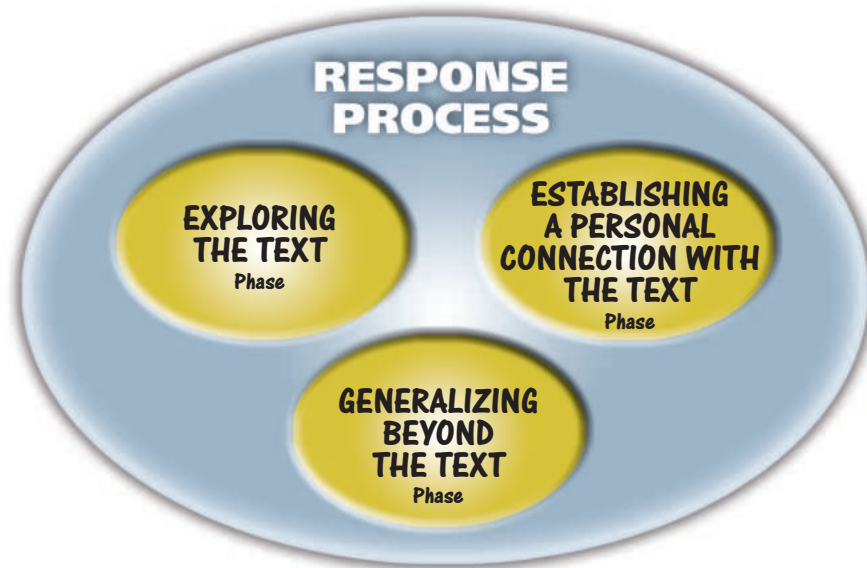
Processes are frameworks that help students respond to, write and produce texts. A process consists of a series of phases, each of which includes several elements. The phases of the response, writing and production processes are recursive—students are free to go back and forth between phases. Students use and adapt the phases according to their needs and learning styles, and the task at hand. When using the processes, students cooperate and construct learning together.



Students use the response process to investigate ideas and information in texts to help them come to a more meaningful understanding.

Response Process

In the response process, students as listeners, readers and viewers construct meaning of texts individually and with others. In Secondary Cycle One, students began to use and adapt the response process to understand texts at both a literal and a deeper level. Throughout Secondary Cycle Two, they continue to investigate ideas and information in texts to help them come to a more meaningful understanding. Students require help from the teacher and peers to make interpretations and establish other connections in order to go beyond their initial understanding of the text. They see how others arrive at an understanding and recognize that people construct meaning of texts in a variety of ways. The response process has three phases: exploring the text, establishing a personal connection with the text, and generalizing beyond the text. Due to the interactive nature of the response process, students often use all three phases while negotiating the meaning of texts with others. However, it is also possible to focus on only one of the phases.



Exploring the Text Phase

Students spend time working on their own to become familiar with the text and arrive at an initial understanding. They continue to construct meaning of the text as they share their response with others. Through discussions, they verify, confirm and enrich their response, and return to their notes to adjust their initial understanding.

Exploring the Text Individually

Before listening, reading and viewing, it is important for students to prepare to respond to texts. Students may do the following:

- activate prior knowledge about the text type and the internal and external features of the text
- make predictions about the content based on text components (e.g. titles, illustrations, sound effects)
- set a goal for listening, reading and viewing (e.g. to get the general idea, to search for specific information or simply for enjoyment)
- determine which strategies (e.g. direct attention, skim, scan) and resources (e.g. response journal)⁷ to use throughout the exploring phase
- read guiding questions and prompts

While listening, reading and viewing, students may do the following:

- seek to confirm or reject their initial predictions
- answer guiding questions and expand on prompts
- identify the elements that they think are important
- visualize the people, places or events in the text
- pause to re-examine a section that was particularly difficult to understand
- use semantic mapping to organize information
- ask themselves questions related to the text and the author
- look up key words in the dictionary

7. Writing down one's initial understanding of a text in a response journal gives students the opportunity to capture their thoughts on paper in order to later support, reuse, adjust or even reject them. When students explore the text with others, they already have a record of their own thinking and are prepared to share their response.

After listening, reading and viewing, it is important for students to prepare to share their understanding with peers. Students may do the following:

- answer guiding questions and expand on prompts
- write down reactions, questions and information in their response journal
- find answers to questions they formulated prior to and while listening, reading and viewing
- support understanding with clear links to texts

Exploring the Text With Others

Students continue to construct meaning as they work with a partner or in a small group to discuss their responses in order to verify, clarify and deepen their understanding of the text. During their discussions with others, students may do the following:

- use guiding questions, prompts and notes from their response journal
- share what they find important or interesting
- ask questions they still have concerning the text
- refer to passages or elements in the text to support their understanding
- consider what others have understood
- give, receive and integrate constructive feedback
- leave traces of their understanding

Establishing a Personal Connection With the Text Phase

Students establish a personal connection between the text and their own or someone else’s experience, and share this connection with others. When establishing a personal connection with the text, students may do the following:

- use prompts and guiding questions
- make links to the text by relating it to their opinions, experiences, interests, feelings or concerns
- make links to the text through someone else’s experience (e.g. students may make a connection through a character from a TV program or a book they have read)
- use learning strategies (e.g. activate prior knowledge, compare, recombine)

- use resources (e.g. response journal, peers, previous texts)
- share this personal connection with others
- refer to the text and their response journal to explain their personal connection

Generalizing Beyond the Text Phase

Students generalize beyond the text by exploring the issues and themes at a broader, more general level as they relate the events and information to their community and to life in general. They learn about their own principles and values, as well as those of society. They develop a greater sense of community and a deeper understanding of the role they can play within society. When generalizing beyond the text, students may do the following:

- use prompts and guiding questions
- address the issues at a broader level (e.g. a story in which a student is harassed by a school bully may bring students to discuss the problem of bullying in Québec schools; based on a text that talks about a community hero, they discuss the character traits of a hero and find examples in history or literature)
- learn about themselves and develop a sense of community (e.g. a text about child poverty may bring students to volunteer in a breakfast program at an elementary school; a text that discusses the increase of obesity in pets may inspire students to organize neighbourhood dog-walks)
- refer to the text and their response journal to support their generalizations

EXAMPLES OF PROMPTS AND GUIDING QUESTIONS FOR THE RESPONSE PROCESS

	Examples of Prompts	Examples of Guiding Questions
Exploring the Text Phase	<p>I noticed that...</p> <p>I learned that...</p> <p>I understood that...</p> <p>I had trouble understanding...</p> <p>To understand the text, I...</p> <p>I found... very interesting because...</p> <p>That part made me think that...</p> <p>I believe the author is trying to...</p> <p>The text says that....</p>	<p>What did you learn from the text?</p> <p>What did you have trouble understanding?</p> <p>What strategies did you use to understand?</p> <p>What did you find interesting/important/surprising?</p> <p>What is the author trying to say?</p> <p>Who is the intended audience? How can you tell?</p> <p>What is the relationship between the characters/speakers?</p> <p>What details in the text support your ideas?</p>
Establishing a Personal Connection With the Text Phase	<p>I experienced something similar to that when...</p> <p>I can relate to that character because...</p> <p>I find that character interesting because...</p> <p>I knew someone who...</p> <p>I heard/read/saw something about this...</p> <p>I agree/disagree with... because...</p> <p>If I were in that situation, I would...</p> <p>If that happened in our school...</p> <p>Now that I know that... I might....</p>	<p>Have you ever experienced something like this?</p> <p>Which character do you find the most interesting/important/surprising? Why?</p> <p>What is your opinion about what happened in the text?</p> <p>How would you or a friend react in this type of situation?</p> <p>Do you know anyone who acted in a similar way?</p> <p>How does the new information change the way you think about...?</p> <p>How would you do it differently/better?</p>
Generalizing Beyond the Text Phase	<p>In our community/province/country...</p> <p>This problem also exists in...</p> <p>This is caused by...</p> <p>I think people should...</p> <p>If we wanted to do something about this, we could....</p>	<p>Do we see similar situations/problems in our community?</p> <p>How do other cultures deal with similar issues?</p> <p>How should people act in this type of situation?</p> <p>How could you make people in your school/community more aware of this problem?</p> <p>What are the general elements of the problem?</p>

WAYS TO SUPPORT THE RESPONSE PROCESS

Response Journals	Response journals can appear in the form of a booklet, notebook, folder or e-file. Students keep notes about what they have listened to, read, viewed or discussed. Items that can be included are personal reactions; questions; reflections; predictions; comments made before, during and after listening, reading, viewing; as well as any other information considered important to students.
Discussion Circles	Discussion circles are small group discussions based on texts. Discussions can focus on one text, different texts written and produced by the same person, different texts on the same theme or different texts of the same text type. Response journals can be used as a basis for these discussions.
Quick-Shares	Students can respond briefly and regularly with a partner or in a small group. Using cooperative structures ⁸ such as Think-Pair-Share (students think on their own, share with a partner, then discuss in a small group or plenary) or Round Robin (students take turns sharing their responses in a small group) helps promote more efficient and equitable interaction.
Open-Ended Questions	Open-ended questions encourage students to reflect on texts in order to gain a deeper understanding. Open-ended questions have more than one answer supported by the text. They are formulated to help students gain a better global understanding, develop an interpretation, and relate personally and critically to the text.
Role-Play	As students interpret roles, they explore and express the thoughts and feelings of a character. Role-play contributes to a deeper understanding of characters in a particular context.
Improvisation	Improvisation involves students in spontaneous, unscripted, unrehearsed activities. It is an effective way to develop ideas, scenes and characters. It promotes concentration, cooperation and provides students with a forum for rapid dialogue.
Graphic Organizers	Graphic organizers are visual frames that students fill in or create to connect ideas and represent their understanding. Examples of graphic organizers are Venn Diagrams, word webs, timelines, mind maps, sequence organizers, character mapping and story mapping.
Collages	Collages are a compilation of illustrations important to the student. They are composed of elements that students have listened to, read, viewed or discussed. Students build collages using pictures, symbols and words from various sources.
Reader's Theatre	Students select a passage they feel is of particular significance. They perform a dramatic reading that captures the tone and meaning of the selected passage.

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



Preparing to Write Phase

Before beginning to write, students need to set clear communicative goals by considering the text and its internal and external features. They may do the following:

- brainstorm topics and ideas with others (e.g. What do I want to write about? What topic would interest my audience?)
- activate prior knowledge of the chosen topic (e.g. What do I already know about the topic?)
- define the purpose for writing (i.e. express, inform, direct)
- target an audience (e.g. Who is my audience? What do they already know about the topic? How can I engage their interest?)
- choose a text (e.g. Do I want to write a poem or a story?)
- select appropriate language (e.g. What kind of language will best suit my purpose and audience?)
- construct an outline of the text
- research the topic
- reflect on topic and ideas
- use various resources

Writing Process

The writing process is a framework to help students create written/printed texts. In Secondary Cycle One, students began to use and adapt the writing process to write a variety of texts. Throughout Secondary Cycle Two, they continue to write for different purposes as they express themselves in a coherent and organized fashion. The writing process has five phases: preparing to write, writing the draft, revising, editing and publishing. The preparing to write phase is essential to the success of the

subsequent phases. Publishing is an optional phase: sometimes, students will make a polished copy and share it with the intended audience. Writing is a recursive process in which students may go back and forth between phases. For example, while revising, a student may return to the preparing to write phase to brainstorm more ideas. Certain writing, such as informal e-mail messages, may not require students to make use of all the phases. For written texts like note-taking and journal writing, they do not use the writing process. They adapt the writing process over time as they experiment with various texts, tools, strategies and resources, then apply what works best for them in a given context. Students use strategies throughout the process (e.g. recombine, compare). They regulate their development as writers by reflecting on their language repertoire, strategies and resources. They also assess their own processes and products, and those of others to find ways of improving their work. While the writing process relies on cooperation and discussion involving peers and the teacher, it is the student who actually writes the text and makes the final decisions about its content and wording.

Deconstructing Texts

Before engaging in the writing process, students have access to texts similar to the one they plan on writing. They take time to deconstruct and examine the texts, and compare their similarities and differences. They recognize patterns in the texts by focusing on specific aspects: internal features (topic/information, language, text components), and external features (purpose, audience, culture). They make a list of criteria that summarizes the characteristics of an effective text. This list and the deconstructed texts can be used as valuable resources when writing their own text.

Students adapt the writing process over time as they experiment with various texts, tools, strategies and resources, then apply what works best for them in a given context.

Writing the Draft Phase

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

- set down ideas, opinions, thoughts and feelings
- leave space to make adjustments
- refer to their outline while writing
- adjust their outline as they are writing to include new ideas
- reflect on the ideas written
- confer with others

Revising Phase

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

- reflect on what has been written
- focus on how well they have conveyed meaning and ideas, as well as on their organization and word choice
- assess how well their text reflects intended purpose, audience and cultural context
- share their writing with peers
- accept and integrate feedback
- add, substitute, remove and rearrange ideas and words
- rework their drafts

Editing Phase

Students focus on the formulation of their text by correcting errors of spelling, capitalization, punctuation, sentence structure and language usage. They may do the following:

- use resources such as written models, dictionaries, thesauruses, grammar references
- consult peers and the teacher
- accept and integrate feedback
- use a personalized checklist to proofread for common errors
- correct errors and write a final copy

Publishing Phase (Optional)

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

- make a polished copy
- share it with the intended audience

Through a variety of production experiences, students develop a more comprehensive understanding of the media, from both a producer's perspective and a critical consumer's perspective.

Production Process

Students are often in contact with the English language through media texts such as TV programs, computer games, music videos and Web sites, and need to be critically aware of the messages being sent. Through a variety of production experiences, they develop a more comprehensive understanding of the media, from both a producer's perspective and a critical consumer's perspective. In the production process, students express themselves by creating a variety of media texts (e.g. posters, audio recordings, short films, computer

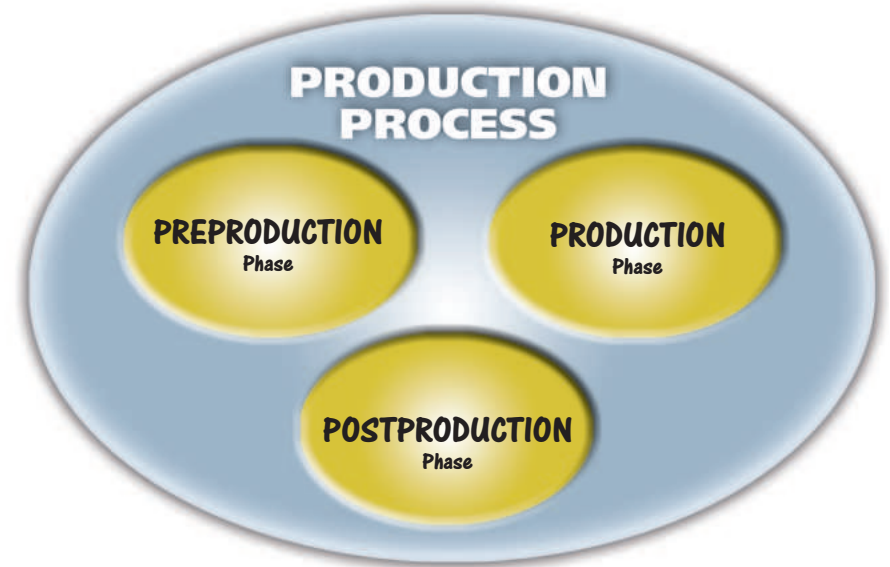
presentations, Web pages) with others. This process relies on cooperation and discussion involving peers and the teacher. Students are constantly negotiating ideas with group members, since it is the group that makes decisions about the production of the text.

In Secondary Cycle One, students created media texts using the production process. They experimented with the phases of the process and began to adapt them to suit their needs. In Secondary Cycle Two, students continue to adapt the process. They are better able to choose the medium, tools, strategies and resources that best suit the task at hand.

Producing a media text is a recursive process in which students may go back and forth between the three phases: preproduction, production and postproduction. For example, they may go back to the preproduction phase a second time in order to do more research. It is important to note that they do not need to complete the whole production process for every text: some texts may only be taken through the preproduction phase, while others may be taken through to postproduction. In every case, however, students need to reflect on their production experience.

Deconstructing Texts

Before engaging in the production process, students have access to media texts similar to the one they plan on producing. They take time to deconstruct and examine the texts, and to compare their similarities and differences. They recognize patterns in the texts by focusing on specific aspects: internal features (topic/ information, language, text components), and external features (purpose, audience, culture). They make a list of criteria that summarizes the characteristics of an effective media text. This list and the deconstructed texts can be used as valuable resources when producing their own media text.



Preproduction Phase

In the preproduction phase, students plan their media text. They may do the following:

- brainstorm with others to find and explore a topic (e.g. What do we want to talk about? What do we want to say about the topic?)
- activate prior knowledge about the topic (e.g. What do we already know about the topic? What do we need to find out?)
- research the topic
- brainstorm and select a medium to produce the media text (e.g. What medium will best suit our purpose and reach our audience?)
- activate prior knowledge about characteristics of similar texts (e.g. What do we already know about this medium? What are the characteristics of an effective media text?)
- define the purpose for producing the text (e.g. What do we want to accomplish with our text? [i.e. express, inform or direct])
- target an audience (e.g. Who is our audience and how can we best address them? [tone, level of formality, audience’s background knowledge and interests])
- write a focus sentence that guides the group throughout the task, such as: Our group is going to create a news article for the school Web site, highlighting the purpose of an upcoming fundraising event.
- determine what type of language, images and media conventions and techniques would best achieve their purpose and reach their audience
- use strategies (e.g. take notes, use semantic mapping, infer) and resources (e.g. portfolios, previous work, response journals)
- create a storyboard—a visual plan of the production that includes elements such as the action depicted through a sequence of frames; the time needed for each frame; media conventions and techniques used in each frame; the written narration and/or dialogue in each frame
- write a script, if needed, using the writing process (e.g. a script for a short film, a brief text to accompany an advertisement)
- determine roles and responsibilities within the group

- use a group log to keep traces of process and learning throughout all phases of production (e.g. note down decisions made by the group, list of materials needed, questions for the teacher)
- validate the ideas for the text with peers and teacher
- make adjustments to their plan according to feedback

Production Phase

In the production phase, students produce their media text. They may do the following:

- create the media text using strategies and resources, taking into account the elements decided upon during the preproduction phase
- use media conventions and techniques such as images, symbols, signs, logos and narration
- use information and communications technologies
- validate the preliminary version of the production by presenting it to a sample audience (e.g. small group of peers, teacher)
- edit and add final touches, taking feedback from sample audience into account

Postproduction Phase

In the postproduction phase, students present and reflect on their media text. They may do the following:

- present the text to the intended audience
- reflect and evaluate individually, with the teacher and the production group on the following elements:
 - audience reaction and feedback
 - production process
 - cooperation
 - language repertoire
 - final version of the production
 - goals for future productions

SOME MEDIA CONVENTIONS AND TECHNIQUES TO EXPLORE IN THE PRODUCTION PROCESS

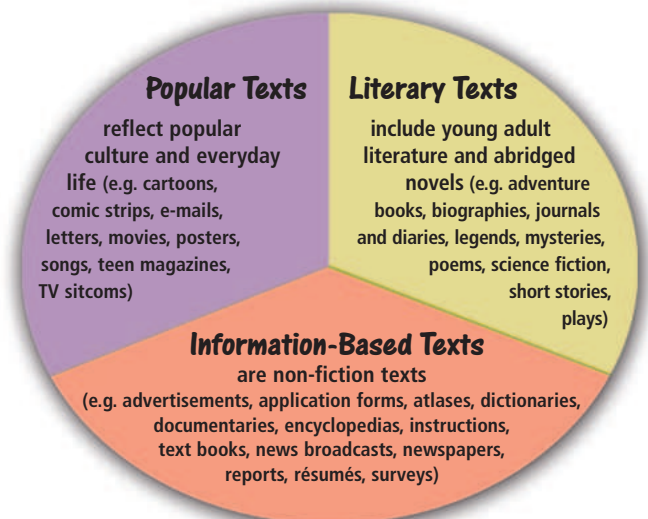
Layout	The visual arrangement of all elements (e.g. titles, text, graphics) on a page, poster, Web page, etc. to catch the eye and effectively convey messages	
Symbol	Using symbols can help convey finer shades of meaning and help make a production more aesthetically pleasing	
Sound	Direct sound	Live sound that is recorded at the same time as the film
	Dubbed sound	Sound that is added to a production after it has been produced
	Voice-over narration	Commentary added to a production
	Sound effects	Representing action Ambiance to help situate the listener/viewer in a context (e.g. wind blowing, glass breaking, animal running)
	Music	Music helps set the mood and can establish a sense of pace
Image	Camera shot	Long shot (shows subject and most of the surroundings) Medium shot (shows most of subject and some surroundings) Close-up (shows a small part of the subject [e.g. person's face] in great detail)
	Angle	The direction and height from which the camera takes the scene
	Movement	Pan left/right (the camera sweeps from side to side to record action) Zoom in/out (the camera does not move, the lens is focused from a long shot to a close-up while shooting)
	Transitions	Cut (one shot ends and another begins immediately) Fade in/out (the shot gradually appears or disappears)
	Manipulating time	Real time (e.g. a 10-minute clip represents a 10-minute event) Compressed time (not everything is shown, time is compacted between sequences, scenes and within scenes) Slow motion (action is slowed down for dramatic effect) Accelerated motion (motion is sped up; it can create thrill or a humorous effect) Flashback (the action breaks to some event that happened in the past)

Authentic texts are used in the ESL classroom to provide a rich linguistic and cultural context to learning English.

The term “text” refers to any form of communication—spoken, written and visual—involving the English language (e.g. radio broadcasts, petitions, movie trailers). Authentic texts are used in the ESL classroom to provide a rich linguistic and cultural context to learning English. Authentic texts refer to materials that reflect natural speech or writing as used by native speakers of English. Teacher-made or adapted materials may qualify as authentic if they resemble texts students will encounter in the real world. Students listen to, read and view texts, as well as write and produce texts. Students increase their ability to interact with a wide variety of texts appropriate to their age, interests and level of English language development. Students are encouraged to engage in texts of their own choosing, as well as those chosen or suggested by the teacher.

Text Types

There is a broad spectrum of texts and they can be categorized into three types: popular, literary and information-based. The same text may fall into more than one text type (e.g. a biography of a movie star can be popular and information-based). The following are examples of the three text types.



Media texts can be presented through a variety of media formats such as audiovisual (e.g. TV), visual/print (e.g. newspaper), digital (e.g. multimedia presentation) and audio (e.g. radio program).

Text Features

To help students listen to, read, view, and write and produce texts more effectively, they need to recognize patterns in texts. They take time to deconstruct and examine texts and compare similarities and differences. They consider a text’s internal and external features, and use terminology associated with these features (e.g. when talking about a newspaper: headline, photo, lead story, editorial).

To help students listen to, read, view, and write and produce texts more effectively, they consider a text’s internal and external features.

When students consider the internal features of a text, they take into account the topic/information and language in the text. For example, an on-line article about sports would contain language that is concrete, highly descriptive and technical. They also consider text components, which are elements of a text that refer to how information is organized and presented. For example, a news article would use an inverted triangle organization style presenting general information first, followed by more detailed information.

Students also consider the external features of a text in order to situate the text in context. They consider the intended purpose⁹ (to express, to inform and to direct) and audience (e.g. peers, teacher, familiar adults), as well as the ways in which the text reflects culture. For example, young people living in Québec could be the intended audience of a sports on-line magazine. To interest this particular audience, writers would provide more coverage of sporting events from this province. If students were to read a sports on-line magazine from Australia, they would notice differences in culture. Australians, the intended audience, would be interested in different sports.

9. A text can have more than one purpose, e.g. a fable that is expressive (literary) and directive (the moral).

Text Features

Internal Features	Topic/Information	e.g. topics that relate to students' interests, needs, experiences and concerns
	Language	e.g. technical language in a "How-to manual," figurative language in a poem
	Text Components	<p>e.g. scenes, camera angles, credits, cast, setting, action in a TV sitcom</p> <p>e.g. frames, speech bubbles, colour, drawings, character, humour, sarcasm, punch line in a comic strip</p> <p>e.g. acts, scenes, stage directions, dialogue, props, special effects, character, setting, plot, theme, irony in a play</p> <p>e.g. verse, meter, rhyme, couplets, metaphors, similes, symbolism in a poem</p> <p>e.g. station identification, lead story, commentaries, inverted triangle in a news broadcast</p> <p>e.g. the fine print, subtitles, fill in the blanks, placing personal information first in a job application form</p>
External Features	Purpose	<p>To express—an expressive text communicates feelings, emotions and attitudes (e.g. to describe a job interview)</p> <p>To inform—an informative text states facts (e.g. to explain how to do something)</p> <p>To direct—a directive text influences behaviour and perceptions (e.g. to persuade someone to buy a product)</p>
	Audience	e.g. family, friends, peers, teacher, community members, decision makers, global community
	Culture	References to own culture or other cultures in texts

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

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