## The ESL program is based on the following principles:

❒ Oral interaction is at the heart of all activities in the classroom.

❒ Students use English to communicate with their peers and the teacher.

❒ The ESL classroom is a rich English environment: examples of English language and culture such as posters of *functional language*, banks of expressions, teen magazines and examples of student work are present in the classroom.

❒ Students are willing to take risks and work with others in collaboration and cooperation.

❒ Students build their knowledge with and through others.

❒ Students are actively involved in learning and may participate in decisions about the content of learning and evaluation situations, the resources they will need to carry out a task or the format of a final product.

❒ Students are active participants in evaluation.

❒ Students keep track of their work and progress by using a variety of evaluation tools such as conferencing, self- or peer-evaluations and portfolios.

PROFILE OF A CORE ESL STUDENT
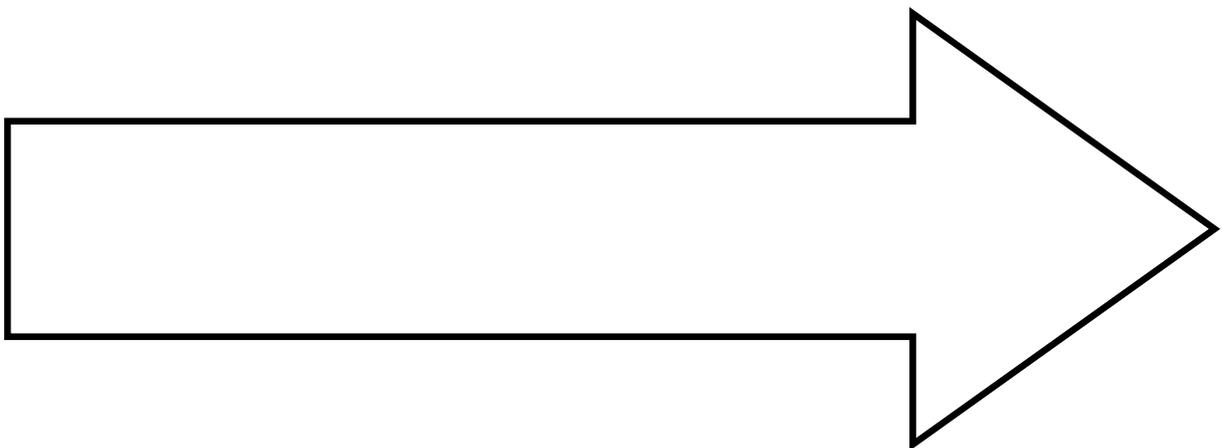
Competency 1: Interacts orally in English

ESL STUDENTS:

- use English to begin to investigate issues related to their needs and interests, and their experiences outside the classroom;
- explore concerns taken from the BAL, aspects of *culture*, the CCC, other subjects or themes proposed by the students themselves;
- interact orally in both structured activities as well as spontaneous conversation that may arise in the class;
- initiate interaction, listen attentively to recognize words and expressions they already know, respond appropriately, either verbally or non-verbally;
- maintain conversation by making use of their personal *language repertoire*;
- take risks by experimenting with the language;
- exploit *communication strategies* such as stalling for time;
- convey messages that are pertinent to the requirements of the task;
- articulate messages using simple sentences;
- may make errors or form such as word order and choice of words, as well as errors of pronunciation and intonation.

Competency 2: Reinvests understanding of texts

ESL STUDENTS:

- explore authentic texts which are sources of information and entertainment;
- listen to, read and view a variety of texts that correspond to their age, interests and level of language development;
- use the *response process* to relate to the text at a deeper level than they did at elementary school;
- use *learning strategies* to prepare to listen to, read and/or view a text;
- use *learning strategies* while listening, reading and/or viewing;
- respond to the text: reflect on the text, establish a personal connection with it, address the issues in the text at a broader level;
- construct meaning with their peers and the teacher;
- reinvest understanding of texts by carrying out meaningful tasks and by using the two other ESL competencies.

Competency 3: Writes and produces texts

ESL STUDENTS:

- personalize the writing and production processes to create texts;
- write and produce a variety of texts through tasks which range from changing a few words in a model to creating a completely original text;
- prepare to write, determine the purpose for their writing, the target audience and the text type required;
- use material resources such as dictionaries and grammar references to edit their texts;
- express their ideas, thoughts, feelings or messages by creating media texts such as posters or Web pages;
- reflect on their learning.

SECONDARY CYCLE I: ESL PROGRAM
END-OF-CYCLE OUTCOMES

Competency 1: Interacts orally in English

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

Competency 2: Reinvests understanding of texts

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

Competency 3: Writes and produces texts

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

Functional Language

- Social conventions
- Identification
- Telephone talk, voice mail, e-mail talk
- Fillers
- Apologies
- Rejoinders, connectors
- Warnings
- Politely interrupting a conversation
- Agreement, disagreement, opinions
- Capabilities
- Feelings, interests, tastes, preferences

- Decision/indecision
- Permission
- Advice
- Instructions and classroom routines
- Offers of assistance, needs
- Requests for help
- Requests for information
- Suggestions, invitations
- Teamwork and encouragement
- Discourse markers
- Leave-taking

Vocabulary

- Vocabulary related to participating in the immediate environment
- Vocabulary related to the students' interests and needs
- Vocabulary related to the broad areas of learning
- Vocabulary related to the development of the cross-curricular competencies
- Vocabulary related to the communication and learning strategies
- Vocabulary related to the response, writing and production processes