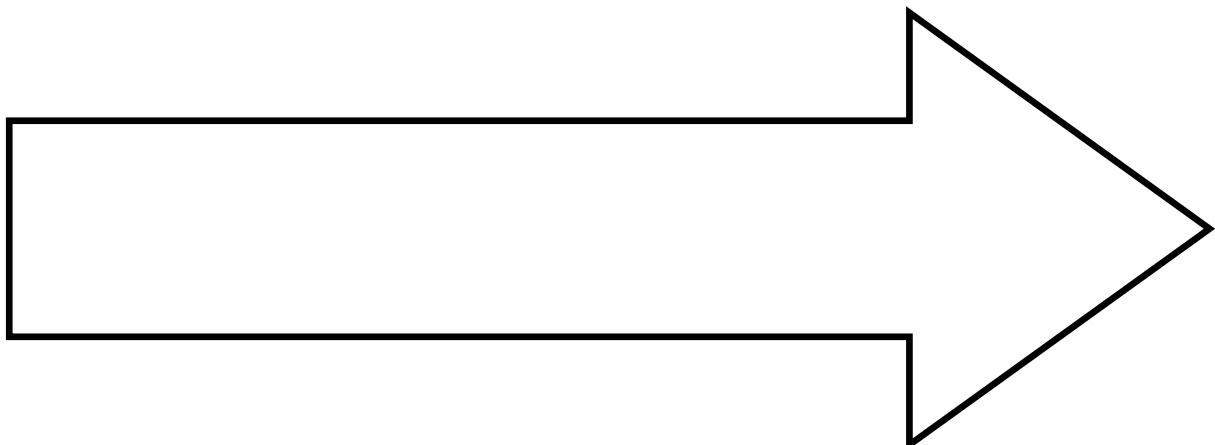


## **The EESL program is based on the following principles:**

- Oral interaction is a necessary component for learning.
- Interacting orally is instrumental for sharing ideas with others while speaking, listening, reading, viewing, responding, writing and producing.
- English is the language used at all times for all types of student-student, student-teacher and teacher-student interaction.
- The EESL class is not a silent classroom.
- Students learn by participating in meaningful tasks with others.
- Students work with others, feel comfortable taking risks and are encouraged to investigate personally relevant issues and explore a wide range of cultural aspects.
- Students are actively involved in learning and are reflective, responsible participants.
- Students take risks and experiment with the English language.
- Students continue to develop their autonomy and can keep track of their work and peer- evaluation.

# **PROFILE OF AN EESL STUDENT**



## Competency 1: Interacts orally in English



### EESL STUDENTS:

- are relatively fluent in English and are ready to expand their fluency and accuracy;
- converse in English at all times for different purposes: sharing information, experiences, needs and points of view;
- interact orally to explore and develop their thoughts, feelings and ideas;
- use their expanding language repertoire to communicate a pertinent message for a specific context and audience;
- can transmit a message that is articulate and meaningful, clearly pronounced, that has ideas which flow smoothly and which incorporates an appropriate vocabulary in order for the speaker to be easily understood;
- listen actively to the speaker;
- reflect on their learning and progress with teacher guidance.

## Competency 2: Reinvests understanding of texts



### EESL STUDENTS:

- are familiar with a variety of texts in English;
- investigate texts in a deeper manner than they did at the elementary level;
- respond to texts;
- participate in discussions in order to share ideas, construct meaning with others and formulate a personal response;
- research and choose texts themselves;
- participate in the planning of reinvestment tasks and decide on what form the final reinvestment will take;
- carry out reinvestment tasks;
- reflect on their learning and their personalized response process.

## Competency 3: Writes and produces texts



### EESL STUDENTS:

- develop personalized writing and production processes to guide their efforts while writing and producing texts of various types for different purposes;
- express ideas, thoughts, feelings and information in a coherent, organized manner for a variety of personally relevant purposes;
- write and produce texts that correspond to the requirements of the task or to their personal intention (media texts: drama, advertisements, talk shows, local news programs, posters, photo stories, comic strips, class newsletters, newspapers, web page, digital multimedia presentations, interviews, radio news, radio programs);
- write and produce messages that are pertinent, clearly formulated and appropriate to the context and audience;
- develop a more effective use of communication and learning strategies like encouraging others and resources such as computers and portfolios;
- develop awareness of their personal development as writers and producers.

## **SECONDARY CYCLE I: EESL PROGRAM**

### **END-OF-CYCLE OUTCOMES**

#### **Competency 1: Interacts orally in English**



By the end of Secondary Cycle One, students participate actively, spontaneously and appropriately in a variety of meaningful communicative situations related to their personal interests and concerns. They share and discuss a wide range of information, experiences, needs and points of view with some ease. They converse with others to explore and develop their thoughts, feelings and ideas on an ongoing basis. They use oral interaction to foster collaboration. They use a substantially expanded language repertoire to communicate a pertinent message, taking into account the context and audience. They communicate a well-articulated message that is easily understood. They request, provide and integrate feedback from peers and the teacher on a regular basis. They manage communication and learning strategies such as self-monitoring and resources such as dictionaries and thesauruses with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

#### **Competency 2: Reinvests understanding of texts**



By the end of Secondary Cycle One, students use a personalized response process with increased ease. They explore a variety of popular, literary and information-based texts and become familiar with their characteristics. They formulate a response which demonstrates their understanding by making personal links to texts and constructing meaning with others. They request, provide and integrate pertinent feedback from peers and the teacher on a regular basis. They extend their response by selecting, organizing and adapting ideas and information into a reinvestment task with increased efficiency. They manage communication and learning strategies and resources such as response journals with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

#### **Competency 3: Writes and produces texts**



By the end of Secondary Cycle One, students write and produce popular, literary and information-based texts that represent their increased proficiency and their emerging personal style. They write/produce texts that correspond to the requirements of the task or to their personal intention. In order to write/produce an effective, well-structured text, they use and adapt personalized writing and production processes to the task at hand with increased ease. They use their substantially expanded language repertoire to write/produce a text that is pertinent to the context and audience. They write/produce a well formulated text that is easily understood. They request, provide and integrate feedback from peers and teachers on a regular basis. They manage communication and learning strategies such as encouraging others and use resources such as computers and portfolios with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

# Functional Language

- Requesting, receiving and providing feedback**
- Sharing information**
- Promoting collaboration**
- Reflecting on personal development as communicator**
- Making personal links**
- Constructing meaning with others**
- Exploring the characteristics of popular, literary and information-based texts**
- Reflecting on personal development as listener/reader/viewer**
- Planning the production**
- Reflecting on personal development as writer/producer**

## Vocabulary

- Vocabulary related to participating in the immediate environment**
- Vocabulary related to the students' interest and needs**
- Vocabulary related to discussing texts**
- Vocabulary related to 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 process**