



Programme de formation de l'école québécoise

Version approuvée

English as a Second Language



Enseignement primaire,
premier cycle

Québec 

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Ministère de l'Éducation, du Loisir et du Sport, 2006—06-00055

ISBN 2-550-46920-8 (print)

ISBN 2-550-46921-6 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2006

Graphic design: Caron & Gosselin

Layout for print version: Mono-Lino inc.

Photography: Jonathan Robert



Québec, le 8 juin 2006

Aux enseignantes et aux enseignants d'anglais, langue seconde, du primaire,

C'est avec plaisir que je vous transmets le programme d'anglais, langue seconde, du premier cycle du primaire. Sa publication vient concrétiser l'engagement pris par le gouvernement du Québec de faire commencer l'apprentissage d'une langue seconde dès le premier cycle du primaire.

Ce programme a été élaboré avec le concours d'une équipe de rédactrices issues de la pratique et d'un comité-conseil formé d'une quinzaine d'enseignantes et d'enseignants provenant de toutes les régions du Québec.

Il faut préciser que ce document a fait l'objet, à l'hiver 2005, d'une validation auprès des partenaires du réseau de l'éducation dont des universitaires, ce qui a permis de le bonifier à la lumière des commentaires recueillis.

De plus, ce programme a été expérimenté en classe dans des écoles volontaires depuis septembre 2004. Le rapport faisant suite à cette expérimentation pour l'année scolaire 2004-2005 révèle que celle-ci s'est déroulée avec succès. En 2005-2006, l'expérimentation s'est poursuivie dans sept régions du Québec. Un rapport final sera disponible dans quelques mois.

Ce programme, destiné aux élèves du premier cycle du primaire, ne formule aucune attente à l'égard de la lecture et de l'écriture. Il mise plutôt sur le développement de l'oreille du jeune apprenant. Il lui permet d'avoir accès à un bagage culturel riche par l'écoute fréquente de chansons, de comptines et d'histoires créées pour des enfants anglophones du même âge.

Soulignons par ailleurs que les jeunes anglophones d'ici font eux-même l'apprentissage d'une langue seconde dès le premier cycle du primaire, et ce, depuis de nombreuses années.

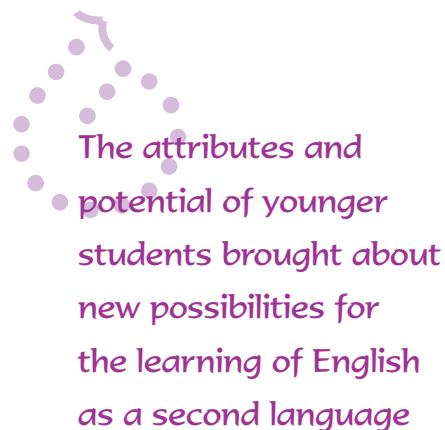
Je vous invite à prendre connaissance de ce programme et à vous l'approprier dans la perspective de son application obligatoire dès septembre 2006.

Je tiens à vous remercier de votre engagement à l'égard de la réussite scolaire de tous les élèves et je compte sur votre collaboration pour relever le défi de préparer les jeunes d'aujourd'hui à devenir des citoyennes et des citoyens du monde.

Je vous prie d'agréer mes sentiments les meilleurs.



Jean-Marc Fournier



Foreword

In 2003-2004, a new program was written in preparation for the teaching of English as a Second Language in Elementary Cycle One to be implemented in 2006-2007. The attributes and potential of younger students brought about new possibilities for the learning of English as a second language. However, the new program was to bring no changes to the ones recently implemented in Cycles Two and Three. The writing also took into consideration the fact that students were starting to read and write in French during the same period. This resulted in a significantly different program. It was field-tested during a two-year period and adjusted, as required.

In 2004-2005, the Elementary Cycle One program was field-tested in five regions of Québec (Abitibi-Témiscamingue, Saguenay-Lac-St-Jean, Estrie, Laurentides and Capitale-Nationale) in order to verify the practicability of the program and to validate the relevance of its contents. In each region, two Elementary Cycle One classes participated (one first year and one second year of the cycle). The clientele consisted of groups of students with no prior exposure to English, groups with one or two students who had some knowledge of English, and two groups of students who had received half-time English instruction in preschool. Five schools were from the public sector and one was from the private sector.

All the teachers experimenting with the program were ESL specialists and received training from the MELS team. Teachers and students were filmed regularly during the school year, and DVDs were produced for future reference and teacher training.

In 2005-2006, seven regions volunteered for a second year of field-testing (Abitibi-Témiscamingue, Saguenay—Lac-St-Jean, Estrie, Laurentides, Capitale-Nationale, Montréal and Bas-St-Laurent). This time, the experimentation was aimed at validating the goals of the previous year, throughout a full cycle, as well as at verifying the feasibility of the program in a multiethnic community and in a cycle class (first and second years of the cycle). Teachers and students were filmed regularly.

The experimentation gave positive results.¹ There was no evidence of interference with the students' learning of reading and writing in French. The experimentation demonstrated that the program was well suited for learners of that age group. It also demonstrated that, with 1-1/2 to 2 hours of English instruction per week, students were making significant gains in understanding, and were starting to express themselves in a simple manner.

¹ See Québec, Ministère de l'Éducation, du Loisir et du Sport, *Rapport d'étape. Première année d'expérimentation. Programme d'anglais, langue seconde. Premier cycle du primaire. Année 2004-2005, March 2006* and Québec, Ministère de l'Éducation, du Loisir et du Sport, *Document complémentaire du Rapport d'étape. Première année d'expérimentation. Programme d'anglais, langue seconde. Premier cycle du primaire. Année 2004-2005, March 2006*, <www.mels.gouv.qc.ca/DGFJ/dp/experimentationals.htm>.



Introduction

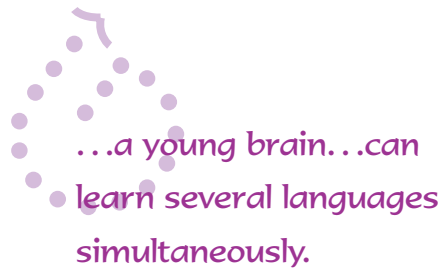
The ESL Cycle One program of the *Programme de formation de l'école québécoise* provides a unique opportunity to have all young Quebeckers come into contact with the English language and culture through the use of authentic songs, rhymes and stories selected from a repertoire of early childhood education resources. It addresses the students' needs to be active and promotes group participation in a meaningful, nonthreatening environment. This results in a curriculum that reflects young students' social, emotional, physical and cognitive development.

The program targets oral aspects of the language and students are spoken to in English only right from the start. The program promotes learning in a variety of ways: listening, imitating, singing, performing, speaking, interacting, retelling, etc. Students' reading and writing skills will not be evaluated.

Children acquire their mother tongue as they interact with their parents and siblings in real life situations; they also become familiar with their cultural heritage through songs, rhymes and stories. Likewise, students learning English in Cycle One participate in classroom situations with their classmates and teacher, and engage in pleasurable activities that focus on authentic texts.²

There are two competencies in the program: *To act on understanding of texts* and *To communicate orally in English*. The competencies are closely intertwined and contribute to the development of one another. *To act on understanding of texts* is the cornerstone of the program. The action takes place orally around the use of authentic texts.

² *Authentic texts* are songs, rhymes and stories written for native speakers of English.



Studies show that the capacity for a young brain to take in languages is so great that it can learn several languages simultaneously. When second languages are learned early, between the ages of 3 and 7, this activates the prefrontal lobe of the brain, which is the lobe used for the learning of the mother tongue. This enables the brain to capture authentic phonemic sounds and create distinct syntactic networks for each of the languages, simultaneously. Between the ages of 8 and 10, children start losing their capability to learn a new language fully and the situation progressively deteriorates so that by age 17, the capability to learn a new language fully is down to 15%. Studies further show that it is not so much how many years one uses a language that determines the degree of acquisition of that language but rather the age at which one starts learning it.³

The early introduction to the second language and to the English culture in this program brings key benefits within reach of the learner in three main areas. Students develop an ear for English through exposure to authentic audio-models,⁴ at an optimum age for imprinting the brain with the true sounds of a language and establishing a natural syntactic network. Students learn a repertoire of songs and rhymes selected from authentic early childhood resources, thereby opening a window to a new cultural experience and to meaningful knowledge. Students also find themselves immersed in a stimulating, secure environment where they gradually absorb the language and develop their own ways of expressing themselves in English, at their own pace.

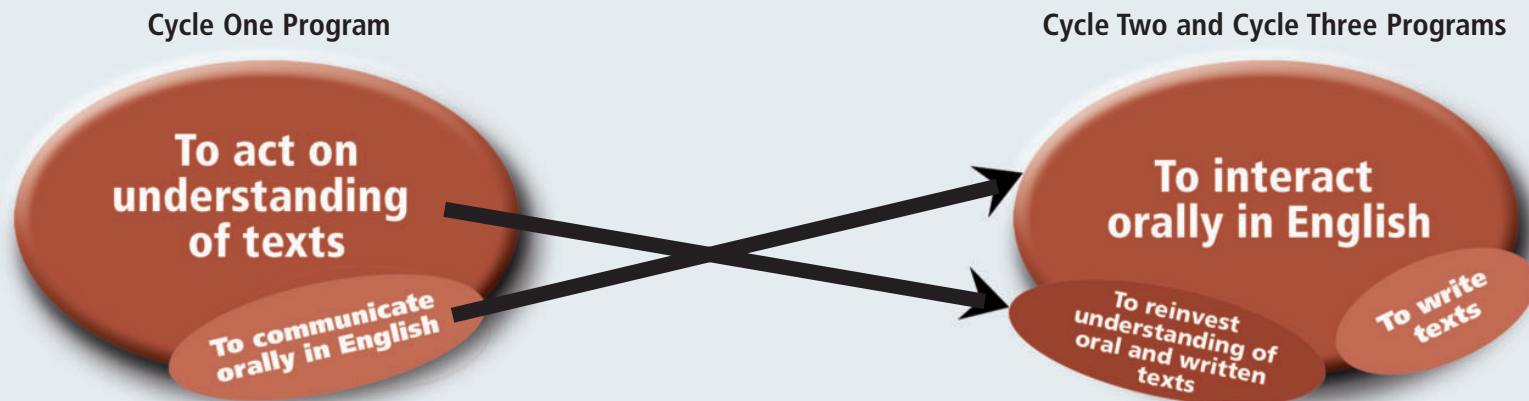
³ See David A. Sousa, *Un cerveau pour apprendre*, Chapter 5, La spécialisation du cerveau et l'apprentissage, La spécialisation du langage parlé, "Apprendre une langue seconde." Montréal: Chenelière Éducation, 2002, pp. 198-200.

⁴ *Exposure to authentic audio-models* refers to students being exposed to native speakers through the use of various means such as audio-cassettes, CDs and videos.

The Elementary Cycle One competencies, *To act on understanding of texts* and *To communicate orally in English*, constitute an excellent foundation for the development of two competencies of the Cycle Two and Cycle Three programs: *To reinvest understanding of oral and written texts* and *To interact orally in English*. Since students' writing skills are not evaluated in the Cycle One program, there is little or no connection to the third competency of the Cycle Two and Three programs, *To write texts*.

However, the Cycle One program will impact the learning of English as a second language far beyond the end of Elementary Cycle Three. Its positive influence will lead to a greater lifetime command and ease of use of the oral form of the language.

English as a Second Language, Elementary Programs





Making Connections With Other Dimensions of the Programme de formation de l'école québécoise

The Elementary Cycle One program contributes to the development of cross-curricular competencies and the broad areas of learning. As they learn to communicate in English, students gain a new appreciation for the richness of learning languages, thereby expanding their world view, especially in the area of *Citizenship and Community Life*.

Right from the start, students learn to develop the cross-curricular competency *To solve problems* as they are faced with the big challenge of participating in an all-English class, trying to figure out how the English language works and taking risks using the target language to communicate. Students will learn to use strategies that will ensure success.

As they familiarize themselves with a repertoire of authentic songs, rhymes and stories, students broaden their cultural awareness: they become conscious of similarities and differences between their own cultural heritage and that of the English language. This contributes to developing the cross-curricular competency *To construct his/her identity*.

In developing the competency *To act on understanding of texts*, students learn how to grasp meaning of texts and to work with relevant information. Students also create personalized versions of texts, using their imagination and various resources to express new ideas. Consequently, they make use of the cross-curricular competency *To use information*.

The competency *To communicate orally in English* encourages students to relate to others, and to participate actively in classroom and school activities with a cooperative attitude. In doing so, students draw upon the cross-curricular competency *To cooperate*.

Integrated teaching-learning-evaluating context

The competencies of the ESL Cycle One program, *To act on understanding of texts* and *To communicate orally in English* require that a number of conditions be put into place to maximize the students' development of these competencies.

A COMMUNITY OF LIGHT-HEARTED LEARNERS

In the Elementary Cycle One classroom, students need to be part of the action. They demonstrate enthusiasm for learning, curiosity toward the English language, and lively participation as members of a group that often functions as a unified whole, especially at the beginning of the cycle.

Being able to rely on the group is very beneficial to Cycle One students, since language acquisition is emotionally embedded and requires psychological safety. It has the great advantage of masking individual errors, thereby adding to self-confidence and motivation, as well as contributing to the lowering of the affective filter.⁵

Most of the interaction takes place between the teacher and the whole group, especially during the first year of the cycle. Among their classmates, students have very little fear of taking risks to express themselves. In this regard, classroom routines⁶ play an important role as they help establish a safe, predictable context that is conducive to the development of communicative skills.

There are noticeable differences between first year and second year learners. In the first year of the cycle, especially during the first months, students behave very much like preschoolers: they need to move, they have a very

short attention span and they are preoccupied by the immediacy of the situation at hand (very small problems may seem huge and call for immediate attention). In the second year of the cycle students know how school works: they can read and write in French, they have acquired basic cooperative skills and they have some prior knowledge of the target language. They are more like Cycle Two students in their level of maturity and behaviour.

RESOURCES FOR A RICH LEARNING ENVIRONMENT

Carefully selected texts, authentic audio-models, visual support and classroom layout are essential resources for the development of both competencies.

CAREFULLY SELECTED AUTHENTIC TEXTS

At this age, given students' natural predisposition towards songs, rhymes and stories, it is through the use of carefully selected texts written for native speakers of English that students take their first steps in learning the target language.

• Songs and rhymes

Priority is given to songs and rhymes that involve a physical response, as they ease the decoding of the language and help maintain interest. Songs and rhymes are rhythmic, and bring about meaningful repetition. Students get to listen to, practise and memorize large chunks of language in this manner. This repetition leads to a progressive imprint of the rhythmicity⁷ of the language in the students' brain and makes them capable of reproducing fluent English. An additional benefit of rhythmic

texts is that catchy tunes, phrases and expressions often stick in the students' minds and go on repeating themselves, beyond the classroom.

• Stories

Predominance is given to texts featuring highly predictable sequences of events and lively, recurrent passages that reappear at regular intervals throughout a story, as these encourage the students' spontaneous participation.

VISUAL SUPPORT

Visual support for the exploration of authentic texts is of the utmost importance as it helps convey meaning, focuses students' attention, and contributes to creating the appropriate learning environment. Often, visual support is the only means students can rely on to help them decode new language without resorting to the use of French or other languages. Needs in this matter should be carefully assessed before introducing any new song, rhyme or story, so as to provide students with the necessary support.

AUTHENTIC AUDIO-MODELS

From the start, students imitate the rhythmicity of the language in a context as native-like as feasible. Consequently, repeated exposure to authentic audio-models is necessary. Songs and rhymes are ideal materials to fulfill this need, as many recordings featuring native speakers are available. Access to appropriate audio and visual equipment is therefore essential (e.g. CD-player, cassette-recorder, TV, VHS-player, DVD-player, media-related computer equipment).

⁵ "The 'affective filter' is an imaginary barrier which prevents learners from acquiring language from the available input... The filter will be 'up' when the learner is stressed, self-conscious, or unmotivated. It will be 'down' when the learner is relaxed and motivated." Patsy M. Lightbown, and Nina Spada. *How Languages are Learned*, Oxford: Oxford University Press, 2nd Ed., 1999, p. 39 - 40.

⁶ *Classroom routines* are familiar sequences of actions and usual ways of dealing with activities in the classroom.

⁷ *Rhythmicity* refers to phonemes, stress patterns, intonation, rhythm and pace of the language. Alan Maley, "Poetry and Song as Effective Language-Learning Activities," in *Interactive Language Teaching*, Wilga M. Rivers, ed., N.Y.: Cambridge University Press, 1987, p. 93.

CLASSROOM LAYOUT

Elementary Cycle One students are easily distracted, and they need sustained support and encouragement from their teacher. Classroom layout should favour eye contact between students and teacher, provide easy referral to visual support and other resources, and facilitate concentration. To create such an environment, a classroom should be designated for the teaching of ESL.

ROLE OF THE STUDENT

Guided by the teacher, students play a crucial role in their learning. They participate actively in classroom life⁸ with the support of their classmates, from whom they request or receive assistance. They play along with the teacher, learn in different ways (look, hear, move, sing, speak, imitate, perform, touch...), and use a lot of nonverbal responses, especially at the beginning. In doing so, students progressively develop a personal language repertoire that they use to respond to messages, express needs and communicate ideas.

When focussing on understanding, students do the following:

- make links between words, visual support and other resources
- build on previous knowledge
- construct representations of the language
- create personal meaning
- respond to messages
- adjust understanding

⁸ *Classroom life* refers to everything that takes place during the English class from start to finish: greetings, instructions, modelling, learning activities, routines, reflection time, leave-taking, etc. All are done using the second language.

⁹ *Personalized versions of texts* are created from templates containing the essence of the original text. They facilitate the replacement of language elements by students.

¹⁰ Depending on the task at hand, Elementary 2 students may need to copy language elements selected from the resources built by the group, in order to integrate them into their text. However, these tasks do not require students to write full sentences, nor to use writing as a process.

When imitating the rhythmicality of the language, students do the following:

- listen to authentic audio-models
- focus on the sounds, stress patterns, intonation and rhythm of the language
- join in stories featuring recurrent passages
- perform songs and rhymes with classmates, using words and gestures

When speaking English, students do the following:

- develop strategies to use only the target language to communicate in class
- draw upon their personal repertoire of words and short expressions
- find ways of expressing needs and ideas in a simple manner

When creating personalized versions of texts,⁹ during the second year of the cycle, students do the following:

- demonstrate understanding of the original version of the text
- participate in the preparation of the group's resource(s) for the task
- partake in the creation of a collective personalized version of the text
- create a personalized version of the text with one or more classmates¹⁰

When keeping records of learning, students do the following:

- gather, in a portfolio-like document, elements such as:
 - the lyrics of songs and rhymes
 - activity sheets, pictures, drawings, labels, etc. related to key elements, and events from texts
 - personalized versions of texts (second year of the cycle)
 - reflection sheets

When reflecting, guided by the teacher, students do the following:

- become aware of what is key in the development of the competencies
- have the opportunity to monitor their own learning through the regular use of:
 - *self-monitoring* (checking and adjusting one's ongoing performance)
 - *self-evaluation* (judging how well one has learned and performed so far)
- improve their learning

ROLE OF THE TEACHER

Teachers are a formidable asset as linguistic models and child-centred educators. They speak English at all times at a normal pace and help students adapt to an all-inclusive English environment.

ESL teachers have a good understanding of how young children learn; they combine the winning conditions to create a pleasant environment where success is attainable by all. Teachers want students to enjoy learning the English language through the use of *Cultural Elements*. When they talk, they make regular use of visual cues in order to facilitate comprehension. They use authentic texts, authentic audio-models and meaningful visual support. They want their students to familiarize themselves with the rhythmicality of English, get a global understanding of the message or text, and develop their own means of communicating in English.

Teachers reflect regularly on their teaching practices and the progress of their students in order to offer their students the best possible learning experience.

As strategic pedagogues and planners, teachers do the following:

- select authentic texts (songs, rhymes and stories written for native speakers of English)
- identify key elements in need of visual support
- plan meaningful activities
- take into account the need for winding-down moments¹¹
- think of how to model/demonstrate activities
- choose appropriate resources
- integrate supervised moments of reflection
- envision proper classroom management
- rethink classroom layout, when necessary
- readjust their teaching, as needed

As child-centred educators and motivators, teachers do the following:

- create a pleasant environment where students feel secure and accepted
- take into account young learners' short attention span (especially in the afternoon)
- offer active learning experiences
- favour social interaction
- help build self-confidence

As facilitators, teachers do the following:

- activate prior knowledge
- develop classroom routines
- scaffold activities and tasks by simplifying them or breaking them down into smaller steps to help students comprehend and reduce frustration
- encourage the use of words and combinations of words to express simple messages
- provide multiple opportunities for students to react to messages (verbally and nonverbally) and to reuse language they have acquired in interactive settings
- help students become aware of instances when they are not using English and suggest ways of expressing their ideas in English
- introduce students to the use of strategies by asking them to imitate specific actions while engaging in activities and tasks

As linguistic models, teachers do the following:

- speak English at all times
- interact with the whole group, with a few students at a time, and with individuals
- help understanding by being creative and very expressive: using facial expressions and gestures; varying intonation, volume, stress and pace; using cognates;¹² reformulating; animating objects; etc.

¹¹ *Winding down moments* are meaningful, related activities such as drawing, labelling items, linking pictures to words, etc. that students do, mostly on their own. They are necessary, calm moments that give students time to assimilate new learning, provide teachers with opportunities to observe and interact with individual students, and allow for additional exposure to authentic audio-models (through the use of recordings playing in the background).

¹² *Cognates* are words that are similar in two languages, such as "problème" and "problem."

EVALUATION, AN INTEGRAL PART OF LEARNING

Throughout the cycle, teachers guide and support students' learning and assess the development of the competencies. They make students aware of what is expected and give them the opportunity to reflect on their learning. At the end of the cycle, teachers determine the degree to which students have developed the competencies.

Guided by the teacher's questions and feedback, students learn how to monitor their own learning in order to readjust their learning practices, as needed.

For example,

- To help students monitor the use of the strategy *directed attention*, teachers may ask questions such as the following:

How well did you concentrate?

Did you listen to the teacher?

Did you pay attention to the illustrations?

Did you observe the gestures?

Did you look at the flashcards?

Did you try to understand?

- To help students monitor the quality of their participation, teachers may ask questions such as the following:

How did you participate?

Did you respond to the teacher's instructions?

Did you join in during the (song, rhyme, story)?

Did you sing along with the class?

Did you do the gestures?

Did you react to the story?

Did you try to retell the story?

- To help students monitor their use of English in the classroom, teachers may ask questions such as the following:

Did you use English words?

Did you respond in English?

Did you participate in classroom routines?

Did you communicate with your partner in English?

Did you speak English only?

- To help students monitor the development of their personal repertoire of words and short expressions, teachers may ask questions such as the following:

Did you learn any new words?

Did you learn new words or expressions from today's song (rhyme, story)?

What words? What expressions?

Did you learn any new words from what was said in class?

Can you name some?

Evaluation Criteria

The evaluation criteria indicate what needs to be observed in order to evaluate the development of the competencies, both during the cycle and at the end of the cycle.

In evaluating both competencies, teachers should take special note of the following:

- Students make use of the strategies listed in the *Essential Knowledge* section of the program. However, the strategies that are evaluated are observable and frequently used.
- To gather relevant data on the evaluation criteria of both competencies, teachers need to be very observant of students' ongoing participation. They also need to have on hand tools such as observation grids, reflection sheets and anecdotal notes.

End-of-Cycle Outcomes

The outcomes provide a general portrait of what a student will be able to do by the end of the cycle. They describe how a student demonstrates the competency, under what conditions and with what resources. Students and parents need to be informed about these outcomes.

The outcomes serve to determine the degree to which students have developed the competencies.

The mention "guided by the teacher" means that students benefit from high levels of assistance.

The mention "supported by the teacher" means that students receive occasional assistance, either upon their request or when the teacher feels it is necessary.

COMPETENCY 1 • TO ACT ON UNDERSTANDING OF TEXTS

Meaning of the Competency

The development of the competency *To act on understanding of texts* is about students exploring songs, rhymes and stories; learning to use their knowledge from texts; and monitoring their own learning. It is a golden opportunity to become immersed in the English language and culture.

Guided by the teacher, students *explore authentic texts orally*. They activate prior knowledge of the topic and focus on contextual cues,¹³ visual support and the teacher. They listen to authentic audio-models of narrated stories, songs and rhymes, and focus on the sounds, intonation and rhythm of English. Connecting various elements (e.g. words, ideas, actions and resources provided by the teacher), students grasp meaning of texts and demonstrate their understanding. They anticipate and quote recurrent passages of stories. Students also imitate the rhythmicity of the language as they spontaneously join in, and identify orally key elements and events from texts. They use strategies such as *directed attention, predicting, inferencing* and *physical response*.

Guided by the teacher, students *use knowledge from texts*. They practise lyrics and perform songs and rhymes, incorporating appropriate gestures. With the help of

visual support illustrating key elements, students retell stories contributing words, expressions and passages they remember.¹⁴ Students make use of the resources provided and learn to create, with classmates, personalized versions of texts, integrating familiar language elements of their choice (second year of the cycle). They make good use of the strategies *use of prior knowledge, physical response, using resources, practice* and *cooperation*. They also keep records of the songs, stories and rhymes they learn in class.

Guided by the teacher, students learn to *monitor their own learning* as an ongoing process: they make regular use of the strategies *self-monitoring* and *self-evaluation*. Students become aware of how to experience success in developing the competency. They reflect on their use of learning strategies. They reflect on the quality of their listening when exposed to authentic audio-models, singing songs and rhymes and narrating stories. They reflect on their participation in classroom activities (joining in, responding verbally and nonverbally, etc.). They reflect on their use of words and expressions from texts when performing songs and rhymes, retelling stories, and creating personalized versions of texts.

DEVELOPMENTAL PROFILE

Initially, students react to texts mainly through nonverbal means, and repetition of words and expressions they have just heard. Their imitation of the rhythmicity of the language is somewhat awkward. They demonstrate their understanding using gestures, often following what the group is doing. Their repertoire of songs, rhymes and stories is limited.

As they progress, students make better use of prior knowledge and available resources. They demonstrate better understanding of songs, rhymes and stories, and react to texts more verbally. The imitation of the rhythmicity of the language is much improved. They identify key elements, join in and perform songs, and say recurrent passages of stories spontaneously. They have a broader repertoire of songs, rhymes and stories. They make attempts at retelling stories with the support of the group and can create personalized versions of texts with classmates.

¹³ *Contextual cues* are titles, illustrations etc. that help students make predictions about the content of texts.

¹⁴ Retelling can be done in different ways, such as sequencing pictures and reconstructing stories orally; acting out and verbalizing parts of stories; preparing a puppet show with classmates.

Key features of To act on understanding of texts

Explores authentic texts orally

- Listens to songs, rhymes and stories • Activates prior knowledge of topic • Focuses on the teacher and resources provided
- Joins in and responds spontaneously • Grasps meaning • Demonstrates understanding • Imitates the rhythmicity of the language • Identifies orally key elements and events • Uses strategies

TO ACT ON UNDERSTANDING OF TEXTS

Monitors own learning

- Reflects on use of learning strategies
- Reflects on quality of listening • Reflects on participation
- Reflects on use of words and expressions from texts

Uses knowledge from texts

- Performs songs and rhymes with gestures
- Retells stories • Makes use of resources provided
- Creates personalized versions of texts
- Keeps records of texts

Evaluation Criteria

Demonstration of understanding of texts

Use of words and expressions from texts

Use of learning strategies

End-of-Cycle Outcomes

By the end of Elementary Cycle One, students have developed an ear for the rhythmicity of the English language through the songs, rhymes and stories they have worked on orally in class.

Supported by the teacher and appropriate visual support, students identify orally familiar key elements and main events of texts.

With the help of various media featuring authentic audio models, students perform familiar songs and rhymes with their group, saying most of the lyrics and using appropriate gestures.

Guided by the teacher and aided by resources illustrating key elements, students retell stories with their group: they identify the main characters, utter recurrent passages, sequence events, and verbalize parts of the stories.

Guided by the teacher, students create personalized versions of texts with classmates. With the support of explicit modelling and the help of templates, students replace elements of songs, rhymes and stories with familiar language items of their choice, selected from the resources provided. Students support their texts with drawings, clippings, realia, or other means.

Supported by the teacher, students use the strategies *directed attention*, *physical response*, *practice*, *using resources* effectively in appropriate situations. Guided by the teacher, they make good use of the strategies *self-monitoring* and *self-evaluation*.

COMPETENCY 2 • TO COMMUNICATE ORALLY IN ENGLISH

Meaning of the Competency

The competency *To communicate orally in English* is about students finding their own way of expressing themselves in English. It is from the interaction that takes place naturally, while introducing and working on songs, rhymes and stories in class, that the competency emerges and grows. Students understand globally and express simple messages spontaneously, combining words and short expressions they have acquired along the way.

Students listen to messages, transmit simple messages and monitor their own learning.

Students *listen to messages*. Use of the strategies *directed attention*, *use of prior knowledge*, *inferencing* and *physical response* is essential. Students concentrate, listen to and look at the speaker. They realize it is not necessary to understand every word to grasp the overall meaning of messages. Students decode messages, making use of cognates and words they recognize; they also rely on nonlinguistic means such as visual cues, stressed words, pauses and intonation. Taking all of these into account, they make intelligent guesses and react to messages—readjusting their understanding, as needed. Going through this process, students experience the emergence of the language and progressively build a personal repertoire of words and short expressions to communicate.

Guided by the teacher, students *transmit simple messages*. Students take risks: they respond verbally and initiate messages, seldom using ready-made sentences. Drawing upon their personal language repertoire, they find creative ways of combining words they know, in order to express personal messages spontaneously. Students express themselves using single words, strings of words and short expressions. They make regular use of the strategies *use of prior knowledge*, *risk-taking*, *gesture* and *asking for help*.

Guided by the teacher, students learn to *monitor their own learning* as an ongoing process: they make regular use of the strategies *self-monitoring* and *self-evaluation*. Students become aware of how to experience success in developing the competency. They reflect on their use of compensatory and learning strategies such as *directed attention*, *use of prior knowledge*, *inferencing*, *physical response*, *risk-taking*, *gesture* and *asking for help*. They reflect on their use of nonverbal and verbal reactions to demonstrate understanding. They also reflect on the development of their personal repertoire of words and short expressions, as well as on their use of English only to communicate in class.

DEVELOPMENTAL PROFILE

Initially, students function mostly as a unified group. They demonstrate understanding mainly through nonverbal responses, and respond to questions and prompts mainly with single-word answers. Attempts at using English to initiate messages are relatively scarce and often awkward.

As they progress, students are more skilled at decoding messages and they make better use of *prior knowledge*, *inferencing*, *physical response* and *directed attention*. They demonstrate their understanding through nonverbal and verbal responses. They take risks and express needs and ideas in a simple manner, drawing upon their personal repertoire of words and short expressions. Though much of the interaction is still teacher-initiated, students speak English more often and are spontaneous when they do so. Working in pairs is a more common occurrence.

Key features of To communicate orally in English

Listens to messages

- Listens and looks at speaker • Focuses on visual cues, familiar words, cognates, stressed words and intonation • Uses learning strategies • Decodes messages • Reacts to messages • Adjusts understanding • Develops a personal repertoire of words and short expressions

TO COMMUNICATE ORALLY IN ENGLISH

Monitors own learning

- Reflects on development of personal repertoire of words and short expressions • Reflects on use of strategies
- Reflects on demonstration of understanding
- Reflects on use of English

Transmits simple messages

- Takes risks • Responds verbally
- Initiates messages • Draws upon personal language repertoire • Combines words and short expressions
- Uses compensatory and learning strategies

Evaluation Criteria

Demonstration of understanding of oral messages

Use of words, strings of words and short expressions

Use of compensatory and learning strategies

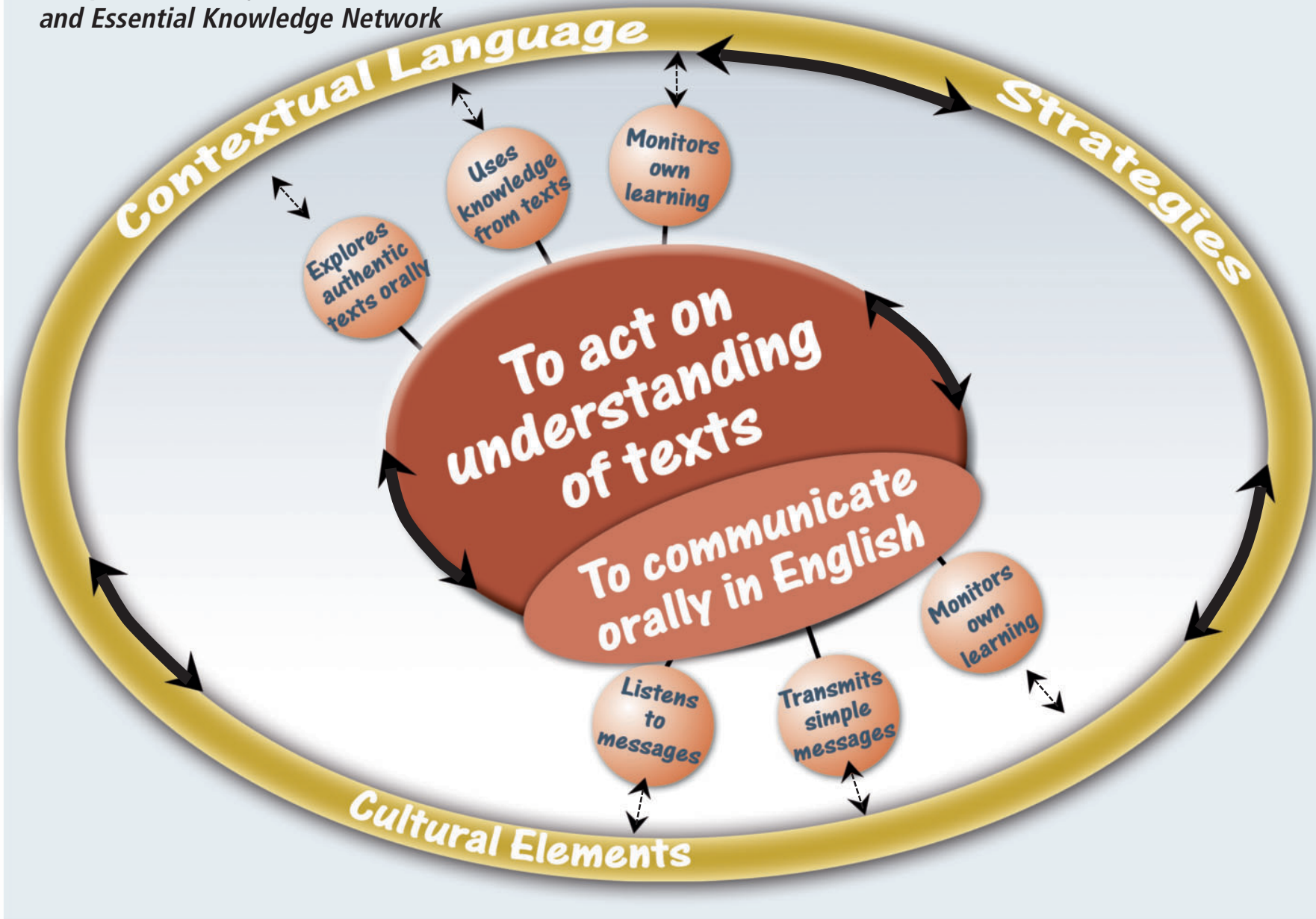
End-of-Cycle Outcomes

By the end of Elementary Cycle One, through continuous exposure to an all-English environment, students have acquired an overall understanding of the language commonly used in the classroom. They respond appropriately in familiar situations.

Supported by the teacher, students participate orally in classroom life using only English. They draw upon their personal language repertoire to transmit simple messages as they respond verbally, express needs and communicate ideas spontaneously, using words, strings of words and short expressions.

Supported by the teacher, students use the strategies *directed attention*, *risk-taking*, *physical response*, *gesture*, *asking for help* effectively, in appropriate situations. Guided by the teacher, they make good use of the strategies *self-monitoring* and *self-evaluation*.

*Competencies, Key Features
and Essential Knowledge Network*



Essential Knowledge

The English as a Second Language program is centred on students and their construction of knowledge. It draws upon the following categories.

CONTEXTUAL LANGUAGE

• Routines

- Common inquiries and statements (e.g. *Finished? Ready? Red pencil? Ok? That's correct.*)
- Instructions (e.g. *Bring your scrapbook.*)
- Responding to instructions (e.g. *I'm ready!*)
- Playful choral responses (e.g. *Hurry up! Slow, slow, slow! No problem.*)
- Cheers (e.g. *Hooray! Good job! Super! Wow! Excellent! Very good! Beautiful!*)

• Language related to songs, rhymes and stories

- Key elements: characters, actions, objects, places
- Events
- Recurrent passages of stories (e.g. *Thomas, put on your snowsuit! You can't catch me, I'm the Gingerbread Man!*)
- Song lyrics and rhymes

• Repertoire of words and short expressions

Students build their personal repertoire of words and short expressions themselves through natural exposure to classroom life: they pick up what they need and use it to communicate.

N.B.: Words and short expressions that make up students' personal language repertoire are not targeted by the teacher ahead of time.

- Action words (e.g. *Stand up. Come here.*)
- Objects (e.g. *pencils, desks, flashcards, blackboard, car, mittens*)
- People (e.g. *friends, mom, dad, partner, girl, boy, principal*)
- Needs (e.g. *Problem! No black! Washroom, please? Drink, please? Repeat? Pass sharpener? Pass a red pencil?*)
- Ideas (e.g. *Happy, today. I like blue. Continue. Sing "Reach for the Sky"! No, not "Reach for the Sky," sing "Pussy Cat"!*)
- Courtesy (e.g. *Hi! Hello! Good morning/afternoon. Please. Thanks. Thank you very much! Excuse me! Sorry! Bye!*)
- Pair work (e.g. *My turn/your turn. Show me. Good Idea! Wait a minute!*)
- Description (e.g. *Big. Big monster. Blue pants. Big blue pants.*)

STRATEGIES¹⁵

• Compensatory

- Asking for help or clarification (requesting assistance or repetition)
- Gesture (using physical motion to compensate for a lack of language)

• Learning

- Cooperation (working together, learning together, helping each other)
- Directed attention (deciding to pay attention to a task and to ignore distractors)
- Inferencing (making intelligent guesses based on all available cues such as context, topic, cognates, known words and expressions, visual cues, visual support, intonation, recurrent passages)
- Physical response (acting out a response to show understanding and facilitate learning)
- Practice (repeating, rehearsing, regrouping, integrating and assimilating words and expressions)
- Predicting (foretelling based on prior knowledge, task at hand, topic, pictures)
- Risk-taking (deciding to speak English only, experimenting with known language, attempting to integrate new language)
- Self-monitoring (checking and adjusting one's ongoing performance)
- Self-evaluation (judging how well one has learned and performed so far)
- Use of prior knowledge (drawing on one's background knowledge as a source of information)
- Using resources (making use of resources targeted for the task such as posters, flashcards, peers, teacher)

¹⁵ Strategies are "...specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations." (Rebecca Oxford, 1991).

CULTURAL ELEMENTS

Authentic texts selected from early childhood repertoire expose ESL students to the English culture and contribute to the development of the students' worldview.

Only texts written for native speakers of English are used.

• Songs and rhymes

- Nursery rhymes (e.g. *London Bridge*; *Itsy Bitsy Spider*; *Yankee Doodle*)
- Choosing rhymes (e.g. *Eeny Meeny Miney Mo*; *One, Two, Sky Blue*; *I Caught a Fish*)
- Jump rope rhymes (e.g. *Coffee and Tea*; *Apples, Pears, Peaches and Plums*; *Cinderella*)
- Action songs (e.g. *If You're Happy*; *Head and Shoulders, Knees and Toes*)
- Circle rhymes (e.g. *Looby Loo*; *The Mulberry Bush*; *Skip to My Lou*)
- Ball bouncing rhymes (e.g. *Number One*; *Touch Your Tongue*; *Concentration*; *Alphabet Bounce*)
- Clapping rhymes (e.g. *Patty Cake*; *Who Stole the Cookies from the Cookie Jar?*)
- Sing-alongs (e.g. *The More We Get Together*; *The Wheels on the Bus*; *Colourfast song*; *The Goat with the Bright Red Socks*)

- **Stories** (e.g. *Mouse's First Halloween*; *Thomas' Snowsuit*; *Red Is Best*; *Dora's Picnic*; *The Gingerbread Man*; *The Very Hungry Caterpillar*; *That Bad, Bad Cat!*; *No, David!*)

• Authentic audio-models:¹⁶

- Audio productions: cassettes and CDs, (*Arthur*; *Clifford*; *Sesame Street*; *Reading Rainbows*)
- Resource people (e.g. *teachers, school staff, guest speakers, monitors*)

¹⁶ Exposure to authentic audio-models—native speakers of English—is paramount in the program.

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