

## ESL PROGRAMS CHART

<b>Common Elements in the ESL Programs from Elementary Cycle Two to Secondary Cycle Two</b>				
<b>Learning Environment</b>	<b>C1 To interact orally in English</b>	<b>C2 To reinvest understanding of texts</b>	<b>C3 To write . . . texts</b>	
<ul style="list-style-type: none"> <li>• Use of English from Day 1 (e.g. foster an interactive classroom setting: <i>greetings, routines, instructions and tasks, “English zone”</i>)</li> <li>• Consider students’ affect (e.g. <i>team building, positive rapport with students, downplaying mistakes, relatable themes connected to BAL and CCC</i>)</li> <li>• Provide guidance/support and resources (e.g. <i>teacher, peers, texts, visuals, posters, realia, dictionaries, ICT</i>)</li> <li>• Begin with short, simple, step-by-step tasks</li> <li>• Promote synergy of the three ESL competencies and development of knowledge (e.g. <i>discuss a topic, read about it, write about it and discuss/reflect on learning</i>)</li> <li>• Provide ample practice opportunities (e.g. <i>recommend books for students to read, suggest educational ESL websites</i>)</li> <li>• Offer constructive feedback to support learning (e.g. <i>comment on targeted elements, give concrete tips on how to improve, present a short grammar capsule on a common error</i>)</li> <li>• Develop students’ independent strategy use through modelling, explicit teaching and guided practice</li> </ul>	<p><b>Solid C1 Tasks</b></p> <ul style="list-style-type: none"> <li>• Meaningful/Authentic</li> <li>• Interlocutor(s)</li> <li>• Clear purpose</li> <li>• Two-way exchange (i.e. initiate, react, maintain, end exchanges)</li> </ul>	<p><b>Solid C2 Tasks</b></p> <ul style="list-style-type: none"> <li>• Meaningful/Authentic</li> <li>• Clear task requirements (e.g. <i>oral and written instructions, discussions about rubrics, C2 checklists</i>)</li> <li>• Construct meaning individually and with others (i.e. prepare to listen to, read, view texts)</li> <li>• Demonstrate understanding of texts</li> <li>• Carry out a solid reinvestment task (i.e. select, organize, personalize/adapt <u>knowledge drawn from texts</u>) in light of the purpose and audience</li> <li>• Deliver a personalized final product individually</li> </ul>	<p><b>Solid C3 Tasks</b></p> <ul style="list-style-type: none"> <li>• Meaningful/Authentic</li> <li>• Clear task requirements (e.g. <i>oral and written instructions, discussions about rubrics, C3 checklists</i>)</li> <li>• Use a writing process:                             <ul style="list-style-type: none"> <li>✓ Prepare to write / Plan the text</li> <li>✓ Compose texts / Write the draft</li> <li>✓ Revise</li> <li>✓ Edit</li> <li>✓ Publish (optional)</li> </ul> </li> <li>• Write a variety of texts for different purposes and audiences</li> </ul>	
		<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Develop fluency with some focus on accuracy:                             <ul style="list-style-type: none"> <li>✓ Use a variety of functional language and vocabulary related to familiar topics and those of a broader scope/more complex issues</li> <li>✓ Use language conventions (i.e. pronunciation, intonation, grammar)</li> </ul> </li> <li>• Develop strategies (e.g. <i>Gesture, Stall for time, Substitute, Practice, Cooperate, <b>Take risks</b></i>)</li> </ul>	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Listen to, read and view a variety of authentic texts (i.e. popular, literary, information-based) that evolve from familiar to broader/more complex issues</li> <li>• Explore English culture through texts</li> <li>• Develop strategies (e.g. <i>Activate Prior Knowledge, Predict, Infer, Scan, Skim, Take notes</i>)</li> </ul>	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Importance of content and language conventions (i.e. grammar, spelling, punctuation)</li> <li>• Use writing tools (e.g. <i>dictionaries, grammar references, online tools</i>)</li> <li>• Develop strategies (e.g. <i>Direct attention, Plan, Self-monitor when revising and editing, Ask for help or clarification</i>)</li> </ul>
	<b>Examples</b>			
	<ul style="list-style-type: none"> <li>• Structured tasks:                             <ul style="list-style-type: none"> <li>○ Playing a board game</li> <li>○ Reaching a team consensus</li> <li>○ Carrying out an improvisation</li> </ul> </li> <li>• Spontaneous exchanges:                             <ul style="list-style-type: none"> <li>○ Chatting about the weekend</li> <li>○ Talking about a school event</li> <li>○ Discussing current events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reinvestment tasks:                             <ul style="list-style-type: none"> <li>○ Designing a poster about a text</li> <li>○ Adding a page to a picture book</li> <li>○ Creating an online quiz on cyber safety</li> <li>○ Making a judgment about a topic</li> <li>○ Inventing a different ending or sequel to a story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Structured tasks:                             <ul style="list-style-type: none"> <li>○ Writing an invitation</li> <li>○ Writing a description of a friend</li> <li>○ Inventing a folktale/fairy-tale</li> </ul> </li> <li>• Spontaneous tasks:                             <ul style="list-style-type: none"> <li>○ Writing a list</li> <li>○ Writing a journal entry</li> <li>○ Writing an email to a pen pal</li> </ul> </li> </ul>	