Éducation,
Loisir et Sport
Québec

Progression of Learning at the Secondary Level

English as a Second Language Enriched Programs

August 22, 2011

Table of Contents

Progression of Learning in Secondary School

The progression of learning in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to "select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care." It is therefore the teacher's responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students' learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students' ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The progression of learning is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs. In mathematics, for example, learning is presented in fields: arithmetic, geometry, etc. For subjects that continue on from elementary school, the *Progression of Learning in Secondary School* has been harmonized with the *Progression of Learning in Elementary School*. Every element of learning indicated is associated with one or more years of secondary school during which it is formally taught.

A uniform legend is used for all subjects. The legend employs three symbols: an arrow, a star and a shaded box. What is expected of the student is described as follows:

→	Student constructs knowledge with teacher guidance.
★	Student applies knowledge by the end of the school year.
	Student reinvests knowledge.

An **arrow** indicates that teaching must be planned in a way that enables students to begin acquiring knowledge during the school year and continue or conclude this process in the following year, with ongoing systematic intervention from the teacher.

A **star** indicates that the teacher must plan for the majority of students to have acquired this knowledge by the end of the school year.

A **shaded box** indicates that the teacher must plan to ensure that this knowledge will be applied during the school year.

English as a Second Language, Enriched Programs

Introduction

The Progression of Learning for the Secondary Cycle One and Cycle Two Enriched English as a Second Language (EESL) programs reaffirms the crucial role that knowledge plays in the development of the three ESL competencies: *Interacts orally in English, Reinvests understanding of texts* and *Writes and produces texts.* The Progression of Learning presents in detail the knowledge included in the five sections of the Related Content in the EESL programs: Culture, Language Repertoire, Strategies, Processes and Texts. This document is a supplement to the EESL programs. It provides teachers with a framework to include the knowledge that students need to acquire for each year of secondary school when planning the development of the ESL competencies. To facilitate acquisition of this knowledge, students require a culturally rich learning environment in which they have access to a variety of human and material resources.

The secondary-level EESL programs build on the knowledge that students acquired at the elementary level. The ESL programs are based on the social constructivist theory of learning, the communicative approach, strategy-based learning, cooperative learning and the latest research in second language acquisition. Consequently, students need to be given numerous opportunities to practise and use the knowledge from the Related Content in meaningful contexts in order to develop the three ESL competencies.

EESL students are equipped to go beyond the Secondary ESL Core programs. They have successfully completed an Intensive English course at the elementary level or have had other enriching English experiences inside or outside of the school setting. They are confident second language learners who can converse with relative fluency. Due to their more developed communicative competence, EESL students are better able to focus on accuracy and notice and correct their own errors with increasing autonomy. They are better able to use strategies and resources on their own and can request and provide constructive feedback when reflecting on learning.

In the Progression of Learning charts, the letter **E** shows links between the elementary- and secondary-level ESL programs. The Progression of Learning for the Elementary ESL programs may be consulted to better understand these links. In the Functional Language chart, the first year of Secondary Cycle One may be starred or shaded even though there is no direct link to the elementary ESL programs. This is due to the knowledge of English that EESL students have acquired in other enriching language learning experiences, such as Intensive English. The final year at the secondary-level is largely a year of consolidation as indicated by the predominance of shaded boxes in the charts.

Throughout the Progression of Learning, italicized examples are provided as suggestions and are non-prescriptive.

> *. . . communicative competence should be the goal of language education,*
> *central to good classroom practice.*
> *S. J. Savignon*

English as a Second Language, Enriched Programs

Culture

In the Secondary Cycle One and Cycle Two EESL programs, the Culture section consists of three aspects: aesthetic (cultural products), sociological (daily life practices) and sociolinguistic (communication conventions). EESL students explore these aspects by discovering the inherent cultural content in the authentic texts used in the classroom. They become aware of different beliefs, values, traditions, customs and cultural products from the English-speaking world. Experiencing culture enhances students' learning of the English language and contributes to the lifelong development of their world-view.

At the elementary level, students explored cultural products such as songs, stories, movies, traditions related to celebrations, and idiomatic expressions from different English-language cultures. Due to their increased exposure to the second language, EESL students at the secondary level bring a greater knowledge of English language culture to the classroom. Throughout the secondary level, EESL students draw upon previously acquired knowledge as they continue to listen to, read and view texts in order to further enrich their knowledge of cultural products, daily life practices and communication conventions of English-language cultures in Québec, the rest of Canada and throughout the world.

In Secondary Cycle One and Cycle Two, EESL students construct knowledge of English-language cultures by exploring the three aspects of culture. They discover similarities and differences with their own culture and incorporate this new knowledge as they communicate with others, both orally and in writing. By the end of Secondary Cycle Two, EESL students are better able to select and integrate appropriate cultural knowledge in their social interactions and in their own written and media texts with increasing autonomy. Throughout the secondary level, they reflect on their knowledge of the three aspects of culture in order to better understand and appreciate their own culture as well as different English-language cultures.

Integrating the different aspects of culture into the EESL classroom supports the development of the three ESL competencies: *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts*.

.

Culture						
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ⬜ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.	Elementary	**Secondary**				
		Cycle One		**Cycle Two**		
A. Aesthetic Aspect (i.e. cultural products such as cinema, literature, plays, music, media that represent English-language cultures)		**1**	**2**	**3**	**4**	**5**
a. Explores cultural products from English-language cultures	E	→	→	→	→	→
b. Compares targeted cultural products from English-language cultures with own culture		→	→	→	★	⬜
c. Incorporates knowledge of targeted cultural products from English-language cultures in own written and media texts		→	→	→	★	⬜
B. Sociological Aspect (i.e. daily life practices related to areas such as family, relationships, pastimes, customs, heroes, history)		**1**	**2**	**3**	**4**	**5**
a. Explores daily life practices from English-language cultures	E	→	→	→	→	→
b. Compares targeted daily life practices from English-language cultures with own culture		→	→	→	★	⬜
c. Incorporates knowledge of targeted daily life practices from English-language cultures in own written and media texts		→	→	→	★	⬜
C. Sociolinguistic Aspect (i.e. communication conventions such as social conventions, paralinguistic skills, language code, humour)		**1**	**2**	**3**	**4**	**5**
a. Explores communication conventions from English-language cultures	E	→	→	→	→	→

	1	2	3	4	5
b. Compares targeted communication conventions from English-language cultures with own culture	→	→	→	★	
c. Uses knowledge of targeted communication conventions from English-language cultures to understand and communicate with others	→	→	→	★	
D. Reflecting on the Three Aspects of Culture	1	2	3	4	5
a. Uses various means to reflect on knowledge of the targeted aspects of English-language cultures *(e.g. self-evaluation tools, class discussions, journals)*	→	→	→	★	

English as a Second Language, Enriched Programs

Language Repertoire

In the Secondary Cycle One and Cycle Two EESL programs, the Language Repertoire section consists of five elements essential to the development of students' linguistic competence: functional language, vocabulary, language conventions, language register and audience. This knowledge enables EESL students to communicate more accurately and confidently in English at all times and in a variety of contexts.

At the elementary level, students developed a personal language repertoire that allowed them to participate in all classroom situations in English. At the secondary level, EESL students expand and refine their language repertoire with support from human resources (*e.g. teacher, peers*) and material resources (*e.g. functional language posters for the processes, word banks, grammar references, dictionaries*). Throughout the secondary level, they focus on the accuracy of their messages by noticing and correcting their errors. EESL students reflect on the development of their linguistic competence in English when they identify their strengths and weaknesses, consider and integrate feedback, set goals and make the necessary adjustments.

A. Functional Language

In the secondary-level EESL programs, functional language refers to varied fixed expressions (i.e. ready-made utterances) and open-ended prompts (i.e. sentence starters) that are taught and used in context to facilitate oral interaction. Functional language allows EESL students to participate in classroom life, share information, cooperate, use the processes and reflect on learning.

At the elementary level, students learned and experimented with functional language (i.e. useful expressions and vocabulary) through various classroom routines and meaningful communicative tasks that dealt with mostly familiar topics. EESL students begin the secondary level with a solid knowledge of functional language due to an Intensive English course or other enriching English language learning experiences. This explains the predominance of shaded boxes in the chart.

Throughout the secondary level, EESL students add new fixed expressions and open-ended prompts to their personal repertoire of functional language in order to communicate effectively. Secondary Cycle One EESL students use functional language spontaneously and with relative fluency and accuracy in order to carry out tasks that deal with familiar themes (*e.g. social networking)* and topics of a broader scope (*e.g. sustainable development*). Secondary Cycle Two EESL students use a wider range of functional language to express fluent, accurate messages that address increasingly complex issues and abstract ideas.

Functional language contributes directly to the development of the competency *Interacts orally in English* and supports the development of the competencies *Reinvests understanding of texts* and *Writes and produces texts*.

Language Repertoire							
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. �юю Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.			Elementary	Secondary			
				Cycle One		Cycle Two	
A. Functional Language				1	2	3	4	5
1. Participating in classroom life								
a. Uses social conventions to: – greet (e.g. How are you?) – take leave (e.g. See you later!) – express courtesy (e.g. You're more than welcome.) – apologize (e.g. Sorry, I didn't mean to…)			E					
b. Takes time to figure out what to say and how to say it (e.g. Wait a second.)			E					
c. Invites others to contribute to exchanges and maintains interaction using rejoinders and connectors (e.g. What about you? I see what you mean, but…)			E					
d. Gives warnings (e.g. Be careful!)			E					

	E					
e. Asks for and gives/refuses permission *(e.g. Do you mind if…? Sure, no problem.)*	E					
f. Gives instructions and participates in classroom routines *(e.g. Write this down. How was your weekend?)*	E					
g. Invites others and accepts/refuses invitations *(e.g. Would you like to…? Yes, I'd love to.)*	E					
h. Asks for and offers clarification and responds accordingly *(e.g. Could you repeat, please? What does… mean? What I wanted to say is…)*	E					
i. Asks for and offers help/assistance and responds accordingly *(e.g. Can you help me with…? Let me give you a hand with…, That's okay; I can manage on my own.)*	E	★				
j. Asks for and gives suggestions and responds accordingly *(e.g. Let's…, Should I…? Sure, that's a good idea.)*	E	★				
k. Politely interrupts a conversation *(e.g. Before you continue…)*		★				
l. Fills in pauses to maintain exchanges using fillers *(e.g. I mean…)*		★				
m. Uses discourse markers to link ideas *(e.g. Then…, Next…)*		→	★			
n. Asks for and offers advice and feedback and responds accordingly *(e.g. I think you should…, I can help you with..., I don't see it that way because…, I see what you mean…)*		→	→	★		

2. Sharing information

	E					
a. Expresses capabilities and asks about others' capabilities *(e.g. I can/can't…, Do they know how to…?)*	E					
b. Expresses feelings and asks about others' feelings *(e.g. I'm thrilled. How do you feel about…?)*	E					
c. Expresses interests, tastes and preferences and asks about others' interests, tastes and preferences *(e.g. I can't stand…, What's your favourite…?)*	E					
d. Agrees/disagrees and asks about others' agreement/disagreement *(e.g. We don't agree with..., Do you agree?)*	E					
e. Expresses needs, wants and obligations and asks about others' needs, wants and obligations *(e.g. I need…, What does she want?)*	E					
f. Identifies, describes and asks about people, animals, objects, places *(e.g. He is…, It looks…, Who are they?)*	E					
g. Identifies, describes and asks about events, experiences, ideas, issues *(e.g. This is about…, It is important because…, What happened next?)*		→	→	★		
h. Asks information questions *(e.g. Who/What/Where/When/Why/How...? Does he…? Can they…? Are you…?)*	E	★				
i. States opinions and asks for others' opinions *(e.g. In my opinion…, What do you think?)*	E	★				
j. Supports opinions and asks others to support their opinions *(e.g. I believe this because…, What are your arguments?)*		→	→	★		
k. Expresses decision/indecision and asks if others have come to a decision *(e.g. I decided that…, Have you made up your mind?)*		★				
l. Begins/ends telephone conversations and uses voice mail *(e.g. Hello, I'm calling about…, Please leave a message.)*		★				

3. Promoting cooperation

	E					
a. Contributes to teamwork and harmonious exchanges *(e.g. We need to agree on this…, I think it would be better if…, I can take care of…, I'll take notes.)*	E	★				
b. Shares reflections on team's work *(e.g. Our team has to…, I didn't follow our plan…, We need to adjust…, Next time we should…)*		→	→	→	★	

4. Using the Response Process to construct meaning of texts with others

		E					
a.	Shares understanding of the literal meaning of texts when exploring texts with others (e.g. *The title means…, What did you notice about this text? Based on the pictures, I think…*)		→	★			
b.	Shares understanding of the underlying meaning of texts when exploring texts with others (e.g. *What the author is trying to say…, I think the message of the text is…, The title suggests…*)		→	→	★		
c.	Shares personal connections to texts with others (e.g. *This happened to me once…, Two years ago, my sister…, Would you react in the same way?*)		→	★			
d.	Shares generalizations inspired by issues from texts with others (e.g. *Our school would probably…, What could we do about this situation?*)		→	→	→	★	

5. Using the Writing and Production Processes

		E					
a.	Discusses text components in models of written and media texts before engaging in the processes (e.g. *A chart is useful to…, I noticed that this text has…, The table of contents is important for…*)	E	→	★			
b.	Discusses internal text features (i.e. topic/information, language, text components) and external text features (i.e. purpose, audience, culture) when deconstructing models of written and media texts (e.g. *What type of language does the author use? What's the purpose of this text? The audience for this text is…*)				→	★	
c.	Discusses ideas when planning written and media texts (e.g. *We need to do some research on this. What media should we use? I have some ideas about…*)		→	★			
d.	Discusses feedback when revising and editing written and media texts (e.g. *This paragraph is unclear; maybe you can…, Are you sure of the spelling of this word? Let's add…*)		→	→	★		

6. Reflecting on own development as an English language learner

		E					
a.	Shares reflections about own development as communicator (e.g. *I contribute to discussions. I need to improve my pronunciation. This expression is useful when…*)		→	→	→	★	
b.	Shares reflections about own development as listener/reader/viewer (e.g. *When I read texts, I should…, This text was difficult because…, It's much easier to watch a video in English than…*)		→	→	→	★	
c.	Shares reflections about own development as writer/producer (e.g. *It was difficult to work in a team…, My writing has improved because…, I'm good at…*)		→	→	→	★	
d.	Shares personal short- and long-term learning goals (e.g. *I would like to…, By the end of the term, I hope to…, I will text my friends in English.*)				→	★	

B. Vocabulary

In the secondary-level EESL programs, vocabulary is acquired in context. Teachers target words and expressions that EESL students need to participate in classroom life and to carry out meaningful learning and evaluation situations. EESL students learn and experiment with vocabulary when dealing with issues inspired by the broad areas of learning and developing the cross-curricular competencies. They also use vocabulary related to strategies, processes, language conventions and texts.

At the elementary level, students developed a repertoire of vocabulary related to their immediate environment and needed to carry out tasks. Throughout the secondary level, EESL students continue to acquire and use a richer, more precise vocabulary which enables them to communicate effectively.

In Secondary Cycle One, EESL students increase their vocabulary when carrying out tasks that deal with familiar themes (*e.g. friendship*) and topics of a broader scope (*e.g. child labour*). In Secondary Cycle Two, EESL students refine their vocabulary as they explore increasingly complex issues (*e.g. human rights*).

Vocabulary contributes to the development of the three ESL competencies: *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts*.

Language Repertoire

	Elementary	Secondary				
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ▮ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.		**Cycle One**		**Cycle Two**		
B. 1 - Vocabulary		**1**	**2**	**3**	**4**	**5**
a. Uses targeted vocabulary related to the immediate environment *(e.g. nine-day schedule, after-school activities)*	E					
b. Uses targeted vocabulary related to students' interests and needs *(e.g. text messaging, relationships)*	E	★				
c. Uses targeted vocabulary related to issues inspired by the broad areas of learning: — Health and Well-Being *(e.g. hygiene)* — Personal and Career Planning (Cycle 1) / Career Planning and Entrepreneurship (Cycle 2) *(e.g. occupations)* — Environmental Awareness and Consumer Rights and Responsibilities *(e.g. pollution)* — Media Literacy *(e.g. copyrights)* — Citizenship and Community Life *(e.g. democracy)*	E	→	→	→	→	→
d. Uses targeted vocabulary related to the development of the cross-curricular competencies: — Uses information *(e.g. source)* — Solves problems *(e.g. solution)* — Exercises critical judgment *(e.g. viewpoints)* — Uses creativity *(e.g. trial and error)* — Adopts effective work methods *(e.g. process)* — Uses information and communications technologies *(e.g. networks)* — Achieves his/her potential *(e.g. autonomy)* — Cooperates with others *(e.g. teammates)* — Communicates appropriately *(e.g. audience)*	E	→	→	→	→	→
e. Uses targeted vocabulary related to communication and learning strategies *(e.g. skim: quick read)*	E	→	→	★		
f. Uses targeted vocabulary related to the response, writing and production processes *(e.g. response process: exploring, connecting, generalizing)*		→	★			
g. Uses targeted vocabulary related to language conventions (i.e. intonation, pronunciation and grammar) *(e.g. talk: silent letter 'l')*	E	→	★			
h. Uses targeted vocabulary related to texts *(e.g. text type: popular; text component: subtitle; text feature: topic)*	E	→	→	→	★	
B. 2 - Reflecting on Vocabulary		**1**	**2**	**3**	**4**	**5**
a. Uses various means to reflect on acquisition and use of targeted vocabulary *(e.g. self-evaluation tools, class discussions, peer feedback)*		→	→	→	★	

C. Language Conventions

In the secondary-level EESL programs, language conventions refer to intonation, pronunciation and grammar. Intonation is the rise and fall of voice pitch to convey meaning and the stress applied to specific syllables within individual words. Pronunciation is the production of phonemes (i.e. sounds) in English words. Grammar is divided into two categories: grammatical structures and mechanics. Grammatical structures include parts of speech *(e.g. verbs, conjunctions, prepositions)*, sentence constructions *(e.g. affirmative, negative, simple, complex)*, word forms *(e.g. prefixes, suffixes, gerunds)* and agreement *(e.g. subject-verb, pronoun-antecedent)*. Mechanics refers to capitalization, punctuation and spelling.

Knowledge of language conventions helps develop students' communicative competence by enabling them to better understand oral and written messages and to express their own messages more accurately. At the elementary level, students acquired some knowledge of English language conventions. Throughout the secondary level, they build on this

11

knowledge when carrying out meaningful tasks with the support of resources (*e.g. peers, grammar references, verb lists*). EESL students make a conscious effort to use accurate language conventions in order to communicate effectively in a variety of contexts.

The secondary-level EESL programs are based on the communicative approach in which language conventions are addressed using focus on form instruction. Focus on form instruction draws students' attention, in context, to the intonation, pronunciation and grammar of the English language through the following three dimensions: form (*e.g. –ed ending for the simple past of regular verbs*), meaning (*e.g. a completed action at a specific time in the past*) and use (*e.g. Last year, I visited New York City.*) In focus on form instruction, students benefit from reactive feedback, proactive teaching and noticing form. Reactive feedback is used to direct students' attention to their errors and is provided through corrective feedback techniques (i.e. elicitation, clarification requests, metalinguistic feedback and repetition). Proactive teaching is when teachers anticipate students' difficulties and plan the teaching of language conventions essential for carrying out tasks. Noticing form allows students to better understand how the use of a form contributes to the meaning of a message.

Since language conventions are not necessarily acquired in a linear manner, there is no predetermined order in which they are presented. Some language conventions may require continued emphasis as they are difficult to acquire but are necessary for effective communication (*e.g. possessive determiners his/her*). Consequently, repeated exposure to language conventions in a variety of meaningful contexts is crucial to the development of students' linguistic knowledge. When targeting language conventions and deciding how much attention to give them, it is important to consider the following:

1. Complexity: Are students ready to learn the targeted language conventions, given students' level of language development?
2. Frequency: Will students have sufficient opportunities to encounter and use the targeted language conventions in the task at hand?
3. Recurrence: Are the targeted language conventions useful for students' communication needs?

Language conventions contribute to the development of the three ESL competencies: *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts*.

Language Repertoire							
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ▮ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.	Elementary	Secondary					
		Cycle One		Cycle Two			
C. 1 - Language Conventions		1	2	3	4	5	
1. Intonation and pronunciation							
a. Uses rising and falling voice pitch to convey meaning (*e.g. rising voice pitch to express surprise: It's snowing? ↑*)	E	★	▮	▮	▮	▮	
b. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (*e.g. Wednesday: \'wenz-day*)	E	★	▮	▮	▮	▮	
c. Uses appropriate stress and pronunciation for targeted words to carry out tasks (*e.g. government: \'go-vern-ment*)		→	→	→	→	→	
2. Grammar							
a. Uses knowledge of targeted mechanics to construct meaning of texts	E	→	★	▮	▮	▮	
b. Uses targeted mechanics to write and produce texts	E	→	★	▮	▮	▮	
c. Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	E	→	→	→	★	▮	
d. Uses targeted grammatical structures to express oral and written messages	E	→	→	→	★	▮	
C. 2 - Reflecting on Language Conventions		1	2	3	4	5	
a. Uses various means to reflect on acquisition and use of targeted language conventions (*e.g. self-evaluation tools, class discussions, peer feedback*)		→	→	→	★	▮	

D. Language Register and Audience

In the secondary-level EESL programs, language register is defined as the type of language used in a particular context depending on the audience, purpose, cultural setting and topic. Throughout the secondary level, EESL students learn about language register primarily by listening to, reading, viewing, writing and producing a variety of texts.

At the elementary level, students explored texts that dealt with different language registers and took into account the intended audience when writing texts. Throughout the secondary level, EESL students experiment with a variety of language registers that range from informal *(e.g. slang, colloquialisms, contractions)* to formal *(e.g. Standard English, academic writing, polite social conventions)* as they become increasingly aware of their audience.

In Secondary Cycle One, EESL students use their knowledge of different language registers to construct the meaning of texts, interact with others, and write and produce their own texts. In Secondary Cycle Two, EESL students are better able to understand a variety of language registers and use the appropriate one depending on the context.

Language register and audience contribute to the development of the three ESL competencies: *Interacts orally in English, Reinvests understanding of texts* and *Writes and produces texts*.

Language Repertoire							
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ▢ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.		Elementary	Secondary				
			Cycle One		Cycle Two		
D. 1 - Language Register and Audience			1	2	3	4	5
a. Uses knowledge of targeted language register and audience to construct meaning when listening to, reading and viewing a variety of texts			→	★			
b. Uses language register appropriate to audience when interacting with others and writing and producing a variety of texts			→	→	★		
D. 2 - Reflecting on Language Register and Audience			1	2	3	4	5
a. Uses various means to reflect on targeted language register and audience *(e.g. self-evaluation tools, class discussions, peer feedback)*			→	→	→	★	

English as a Second Language, Enriched Programs

Strategies

In the Secondary Cycle One and Cycle Two EESL programs, the Strategies section consists of two categories: communication strategies and learning strategies (i.e. metacognitive, cognitive and social/affective). Strategies are specific thoughts, actions and techniques students use to communicate more efficiently, to facilitate learning and to transfer this learning to new situations.

At the elementary level, students started using communication and learning strategies. Throughout the secondary level, EESL students expand their inventory of strategies in a progressive way through teacher modelling, guided practice and independent use.

In Secondary Cycle One, EESL students use a variety of communication and learning strategies and reflect on their effectiveness. In Secondary Cycle Two, they manage their inventory of strategies effectively and with increasing autonomy. When managing strategies, EESL students identify the strategies, select which ones to use for a given task, use them appropriately, analyze their effectiveness and make the necessary adjustments.

Strategies contribute to the development of the three ESL competencies: *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts.*

Strategies		Elementary	Secondary				
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ▨ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.				Cycle One		Cycle Two	
A. Communication Strategies Strategies used to solve problems related to participating in and maintaining interaction.			1	2	3	4	5
1. List of communication strategies							
1.1. Gesture a. Uses physical actions to convey or support messages		E	▨	▨	▨	▨	▨
1.2. Recast a. Restates what someone else has just said to verify comprehension			★	▨	▨	▨	▨
1.3. Rephrase a. Expresses in an alternative way			★	▨	▨	▨	▨
1.4. Stall for time a. Buys time to think out a response		E	▨	▨	▨	▨	▨
1.5. Substitute a. Uses less precise words or expressions to replace unknown ones		E	★	▨	▨	▨	▨
2. Self-regulation of communication strategies							
a. Uses various means to reflect on the effectiveness of a specific communication strategy *(e.g. self-evaluation grids, class discussions, peer feedback)*		E	★	▨	▨	▨	▨
b. Manages an inventory of communication strategies: — identifies the strategies — selects which ones to use for a given task — uses them appropriately — analyzes their effectiveness — makes necessary adjustments						★	▨
B. Metacognitive Strategies Strategies used to regulate learning.			1	2	3	4	5
1. List of metacognitive strategies							
1.1. Direct attention a. Maintains attention during task by purposely avoiding distracters		E	★	▨	▨	▨	▨

		1	2	3	4	5
1.2. Pay selective attention a. Decides in advance to concentrate on particular details	E					
1.3. Plan a. Identifies the necessary elements to carry out a task	E	→	→	★		
1.4. Seek or create practice opportunities a. Finds situations to practise English outside of the ESL classroom				★		
1.5. Self-evaluate a. Assesses own progress by reflecting on what has been learned and how	E	→	→	★		
1.6. Self-monitor a. Checks and corrects own language	E	→	★			
1.7. Set goals and objectives a. Sets personal short- and long-term goals for learning English				→	★	

2. Self-regulation of metacognitive strategies

		1	2	3	4	5
a. Uses various means to reflect on the effectiveness of a specific metacognitive strategy *(e.g. self-evaluation grids, class discussions, peer feedback)*	E	→	→	★		

b. Manages an inventory of metacognitive strategies:
  – identifies the strategies
  – selects which ones to use for a given task
  – uses them appropriately
  – analyzes their effectiveness
  – makes necessary adjustments
				→	→	★

C. Cognitive Strategies Strategies used to manipulate and interact with the material to be learned.		1	2	3	4	5

1. List of cognitive strategies

		1	2	3	4	5
1.1. Activate prior knowledge a. Links new information to what is already known	E	★				
1.2. Compare a. Notes significant similarities and differences		★				
1.3. Delay speaking a. Takes time to listen and speaks when ready		→	★			
1.4. Infer a. Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation	E	★				
1.5. Practise a. Reuses language learned in the ESL class	E					
1.6. Predict a. Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text	E	★				
1.7. Recombine a. Constructs a meaningful sentence by putting together known words and expressions in a new way		→	★			
1.8. Scan a. Looks for specific information in a text	E	★				
1.9. Skim a. Reads through a text quickly to get a general overview	E	★				
1.10. Take notes a. Writes down relevant information in an organized way *(e.g. graphic organizers, guiding questions, prompts)*	E	→	★			
1.11. Transfer a. Uses a newly learned item in a new context				→	★	
1.12. Use semantic mapping a. Groups ideas in meaningful clusters to visually represent relationships between concepts		→	→	★		

2. Self-regulation of cognitive strategies

		1	2	3	4	5
a. Uses various means to reflect on the effectiveness of a specific cognitive strategy *(e.g. self-evaluation grids, class discussions, peer feedback)*	E	→	→	★		

	E	1	2	3	4	5

b. Manages an inventory of cognitive strategies:
   – identifies the strategies
   – selects which ones to use for a given task
   – uses them appropriately
   – analyzes their effectiveness
   – makes necessary adjustments
				→	→	★

D. Social/Affective Strategies Strategies used to learn with others and to control social and affective aspects of learning.		1	2	3	4	5
1. List of social/affective strategies						
1.1. Ask for help, repetition, clarification, confirmation a. Requests assistance, reiteration, precision and reinforcement	E					
1.2. Ask questions a. Asks for advice/feedback or correction to support learning				★		
1.3. Cooperate a. Works with others to achieve a common goal	E	★				
1.4. Develop cultural understanding a. Tries to communicate with someone who speaks English; learns about English-language cultures and practises English with others				→	★	
1.5. Encourage and reward self and others a. Makes positive statements during a task and congratulates self and others upon completion		→	★			
1.6. Lower anxiety a. Reduces stress by reminding self of goals, progress made and resources available		→	★			
1.7. Take risks a. Pushes oneself to experiment with language and ideas without fear of making errors	E	★				
2. Self-regulation of social/affective strategies						
a. Uses various means to reflect on the effectiveness of a specific social/affective strategy (e.g. self-evaluation grid, class discussions, peer feedback)	E	→	→	★		

b. Manages an inventory of social/affective strategies:
   – identifies the strategies
   – selects which ones to use for a given task
   – uses them appropriately
   – analyzes their effectiveness
   – makes necessary adjustments
				→	→	★

English as a Second Language, Enriched Programs

Processes

In the Secondary Cycle One and Cycle Two EESL programs, the Processes section consists of the response, writing and production processes. The processes are frameworks that help students respond to, write and produce texts. Each process consists of a series of phases between which students are free to go back and forth to make adjustments.

Throughout the secondary level, EESL students use the phases of the processes and adapt them according to their needs and learning styles, and the task at hand. When using the processes, students cooperate and construct learning together. EESL students also reflect on their use of the processes and the quality of final products, both theirs and others, in order to regulate their development as learners.

A. Response Process

In the secondary-level EESL programs, the response process allows students to construct the meaning of spoken, written and visual texts, individually and with others. It has three phases: exploring the text, establishing a personal connection with the text and generalizing beyond the text.

Although there is no response process in the elementary-level ESL programs, students learned to construct the meaning of texts with teacher support, compared their own experience with the reality presented in texts and expressed their appreciation of texts. Throughout the secondary level, EESL students use the three phases of the response process in order to investigate a variety of popular, literary and information-based texts. They use various strategies, integrate others' feedback and leave traces of their understanding by recording information and thoughts through different means *(e.g. annotations in a response journal, filling out a graphic organizer, making a semantic map).*

Secondary Cycle One EESL students are initiated to the response process in order to understand both the literal meaning (i.e. explicit ideas) and underlying meaning (i.e. implied ideas and subtleties) of texts. Secondary Cycle Two EESL students use the response process with confidence and increasing autonomy to construct a deeper, more nuanced understanding of texts.

The response process contributes directly to the development of the competency *Reinvests understanding of texts* and supports the development of the competencies *Interacts orally in English* and *Writes and produces texts.*

Processes		Elementary	Secondary				
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ▨ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.			Cycle One		Cycle Two		
A. Response Process			1	2	3	4	5
1. Exploring the Text Phase							
1.1. Before listening, reading and viewing							
a. Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts			→	★	▨	▨	▨
b. Uses knowledge of text features to prepare to respond to texts			→	→	→	★	▨
1.2. While listening, reading and viewing							
a. Identifies important details of texts			★	▨	▨	▨	▨
b. Determines overall message of texts			→	★	▨	▨	▨
1.3. After listening, reading and viewing							
a. Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts			★	▨	▨	▨	▨

	Elementary	1	2	3	4	5
b. Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts		→	→	★	■	■
c. Shares understanding of texts with others to verify, adjust and deepen understanding			→	★	■	■
2. Establishing a Personal Connection With the Text Phase						
a. Answers guiding questions individually and expands on prompts to make personal connections with texts			→	★	■	■
b. Shares personal connections to texts with others to deepen understanding			→	★	■	■
3. Generalizing Beyond the Text Phase						
a. Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level			→	→	→	★	■
b. Shares generalizations inspired by issues from texts with others to broaden world-view			→	→	→	★	■
A. 1 - Reflecting on Use of Response Process		1	2	3	4	5
a. Uses various means to reflect on use of Response Process *(e.g. self-evaluation grids, class discussions, peer feedback)*		→	→	→	★	■

B. Writing Process

In the secondary-level EESL programs, the writing process allows students to express themselves in a coherent, organized manner when writing texts. It has five phases: preparing to write, writing the draft, revising, editing and publishing (optional phase).

At the elementary level, students were introduced to writing as a process and wrote a variety of well-structured texts using provided models. Throughout the secondary level, EESL students use the phases of the writing process in order to create a variety of popular, literary, and information-based texts. They use various strategies and rely on cooperation and discussion between the student, peers and the teacher. This process allows them to improve their writing skills and deliver an effective final product.

Secondary Cycle One EESL students are introduced to a formal writing process and use it to write a variety of personalized, well-structured texts. Before engaging in the writing process, Secondary Cycle Two EESL students deconstruct models of written texts by comparing similarities and differences and recognizing patterns in the internal text features (i.e. topic/information, language, text components) and the external text features (i.e. audience, purpose, culture). They are better able to use the writing process confidently to write more elaborate and effective texts that deal with increasingly complex issues and abstract ideas. Over time, EESL students use the writing process with increasing autonomy as they meet the requirements of the task.

The writing process contributes directly to the development of the competency *Writes and produces texts* and supports the development of the competencies *Interacts orally in English* and *Reinvests understanding of texts.*

Processes			
	Elementary	**Secondary**	
→ Student constructs knowledge with teacher guidance.			
★ Student applies knowledge by the end of the school year.		**Cycle One**	**Cycle Two**
■ Student reinvests knowledge.			
E: The letter **E** shows links between the elementary- and secondary-level ESL programs.			
B. Writing Process		1 2	3 4 5
1. Before engaging in the Writing Process			
a. Identifies text components in models of written texts	E	→ ★	■ ■ ■
b. Deconstructs models of written texts			→ ★ ■

18

	E	1	2	3	4	5
2. Preparing to Write Phase						
a. Brainstorms topic and ideas with others	E	→	★			
b. Researches topic	E	→	★			
c. Considers purpose, audience and culture	E	→	★			
d. Selects appropriate language *(e.g. vocabulary, verb tenses, language register)*	E	→	★			
e. Constructs outline of text	E	→	★			
3. Writing the Draft Phase						
a. Writes down ideas, opinions, thoughts and feelings while referring to outline	E	→	★			
b. Incorporates targeted aspects of culture		→	→	→	★	
c. Adjusts outline		→	→	★		
4. Revising Phase						
a. Shares draft with others for feedback on content *(e.g. organization, clarity, coherence)*	E	→	→	★		
b. Assesses how well draft achieves intended purpose and reaches audience	E	→	→	★		
c. Assesses how well draft reflects cultural context		→	→	→	★	
d. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft	E	→	→	★		
5. Editing Phase						
a. Shares draft with others for feedback on accuracy of grammatical structures and mechanics	E	→	→	★		
b. Corrects errors found in draft	E	→	→	★		
c. Writes final copy	E	→	→	★		
6. Publishing Phase (optional)						
a. Shares polished copy with intended audience	E	→	★			
B. 1 - Reflecting on Use of Writing Process		1	2	3	4	5
a. Uses various means to reflect on use of Writing Process and final version of written text *(e.g. self-evaluation grids, class discussions, peer feedback)*		→	→	→	★	

C. Production Process

In the secondary-level EESL programs, the production process allows students to produce media texts *(e.g. multimedia presentations, podcasts, brochures)*. It has three phases: preproduction, production and postproduction. Through a variety of production experiences, students develop a more comprehensive understanding of the media from the perspective of both producer and critical consumer.

Although there is no production process in the elementary-level ESL programs, students acquired some knowledge of media texts by exploring cultural products. They also created media texts using provided models *(e.g. posters, advertisements, comic strips)*. Throughout the secondary level, the production process relies on cooperation and discussion as EESL students use various strategies, negotiate ideas and make decisions with the members of their production team. In some instances, the writing process may be used during the production process *(e.g. writing a script for a short film)*.

Secondary Cycle One EESL students are introduced to the production process and use it to create different media texts. Before engaging in the production process, Secondary Cycle Two EESL students deconstruct models of media texts by comparing similarities and differences and recognizing patterns in the internal text features (i.e. topic/information, language, text components) and external text features (i.e. audience, purpose, culture). Over time, EESL students use the production process with increasing autonomy as they meet the requirements of the task.

The production process contributes directly to the development of the competency *Writes and produces texts* and supports the development of the competencies *Interacts orally in English* and *Reinvests understanding of texts.*

Processes	Elementary	Secondary Cycle One		Cycle Two		
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ▨ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.						
C. Production Process		1	2	3	4	5
1. Before engaging in the Production Process						
a. Identifies text components in models of media texts		→	★	▨	▨	▨
b. Deconstructs models of media texts				→	★	▨
2. Preproduction Phase						
a. Brainstorms topic and ideas with others		→	★	▨	▨	▨
b. Researches topic		→	★	▨	▨	▨
c. Selects medium and corresponding media conventions *(e.g. poster: catchy title, slogan, large photo)*		→	★	▨	▨	▨
d. Selects appropriate language *(e.g. vocabulary, verb tenses, language register)*		→	★	▨	▨	▨
e. Targets purpose, audience and culture		→	★	▨	▨	▨
f. Writes a focus sentence		→	★	▨	▨	▨
g. Constructs outline of media text *(e.g. storyboard)*		→	★	▨	▨	▨
h. Incorporates targeted aspects of culture		→	→	→	★	▨
i. Validates ideas with others and makes adjustments according to feedback		→	★	▨	▨	▨
3. Production Phase						
a. Creates preliminary version of media text with team members		→	→	★	▨	▨
b. Uses appropriate media conventions		→	→	★	▨	▨
c. Validates preliminary version of media text with sample audience and makes adjustments according to feedback (i.e. edits and adds final touches)		→	→	★	▨	▨
4. Postproduction Phase						
a. Shares final version of media text with intended audience		→	→	★	▨	▨
C. 1 - Reflecting on Use of Production Process		1	2	3	4	5
a. Uses various means to reflect on use of Production Process and final version of media text *(e.g. self-evaluation grids, class discussion, peer feedback)*		→	→	→	★	▨

English as a Second Language, Enriched Programs

Texts

In the Secondary Cycle One and Cycle Two EESL programs, the Texts section consists of text types, text components, and text features. The term 'text' refers to any form of communication–spoken, written and visual–involving the English language. Through a variety of media *(e.g. print, audiovisual, digital)*, students explore the three following text types: popular *(text forms such as comic strips, teen magazines, blogs)*, literary *(text forms such as biographies, plays, poems)* and information-based *(text forms such as feature articles, news broadcasts, advertisements)*.

At the elementary level, students explored texts from the three text types and used text components to construct meaning and write texts. Throughout the secondary level, EESL students broaden their knowledge of authentic texts (i.e. materials that reflect natural speech or writing as used by native English speakers). They listen to, read, and view a wide variety of texts that correspond to their age, interests, and English language development and that deal with increasingly complex issues and abstract ideas. EESL students identify and compare various texts as well as apply knowledge of texts when they write and produce them for different audiences and purposes.

Secondary Cycle One EESL students continue to construct the meaning of texts through their text components *(e.g. titles, illustrations, setting, graphs)*. Secondary Cycle Two EESL students investigate texts through their internal text features (i.e. topic/information, language, text components) and external text features (i.e. audience, purpose, culture). EESL students reflect individually and with others on their knowledge of texts in order to regulate their development as learners.

Working with different text types and text forms contributes directly to the development of the competencies *Reinvests understanding of texts* and *Writes and produces texts* and supports the development of the competency *Interacts orally in English.*

Texts							
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. ■ Student reinvests knowledge. **E**: The letter **E** shows links between the elementary- and secondary-level ESL programs.	Elementary	Secondary					
		Cycle One		Cycle Two			
A. Text Types		**1**	**2**	**3**	**4**	**5**
a. Explores a variety of popular, literary and information-based texts	E	→	→	→	→	→
b. Identifies text types and text forms when preparing to listen to, read and view a variety of texts	E	→	→	→	★	■
B. Text Components, Language Register and Audience		**1**	**2**	**3**	**4**	**5**
a. Uses text components, language register and audience to construct meaning when listening to, reading and viewing a variety of texts	E	→	★	■	■	■
b. Compares texts based on their text components, language register and audience		→	★	■	■	■
c. Applies knowledge of text components, language register and audience to write and produce a variety of texts	E	→	★	■	■	■
C. Text Features		**1**	**2**	**3**	**4**	**5**
a. Uses text features to construct meaning when listening to, reading and viewing a variety of texts				→	★	■
b. Compares texts based on their text features				→	★	■
c. Applies knowledge of text features to write and produce a variety of texts				→	★	■
D. Reflecting on Knowledge of Texts		**1**	**2**	**3**	**4**	**5**
a. Uses various means to reflect on knowledge of texts *(e.g. self-evaluation grids, class discussions, peer feedback)*		→	→	→	★	■