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COMPLEMENT TO THE PROGRAMME DE FORMATION DE L'ÉCOLE QUÉBÉCOISE

ELEMENTARY EDUCATION

## Collaboration Between the Homeroom Teacher and the English as a Second Language Teacher in a Context of Intensive Instruction in English

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“It is essential to eliminate barriers so that the school and the classroom become strongly focused on the transferability of the knowledge that the students construct and the competencies they develop.”

Jacques Tardif (1999: 144) (Translation)

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## FOREWORD

As stated in the Programme de formation de l'école québécoise (PFEQ), language is at once a key communication tool, a crucial means of expression and an integral part of a person's cultural heritage. It fosters the personal development of the individual, as well as their integration into the community (Ministère de l'Éducation, 2006). In Québec, the French language is a priority, and every effort must be made to ensure that students become fully fluent in it. While the quality of the French language is essential, it is also important to determine the importance to be attributed to English language instruction so that Québec students are equipped to meet the challenges of the 21st century.

### Public expectations

In March 2011, Léger Marketing published a survey it had conducted for the newspaper *Le Devoir*. The results indicated that eight out of ten Quebecers thought that being bilingual would be advantageous to them (Léger Marketing and *Le Devoir*, 2011: 12).

In 2014, the Centre de recherche et d'expertise en évaluation (École nationale d'administration publique, or ENAP) published a report that showed, among other things, that Québec parents wanted to have more hours of instruction in English as a second language (ESL) in the schools. They wanted students' level of proficiency in English to be above the current level, which they considered insufficient for postsecondary studies, success in the job market or use in daily life (CREXE, 2014: 77).

That same year, the Conseil supérieur de l'éducation published a brief to the Minister that confirmed Québec parents' desire to see proficiency levels in English optimized. More precisely, the brief noted that parents wanted students completing elementary school to have attained a level of proficiency in English equal to that currently expected of students completing secondary school (CSE, 2014: 65-66).

### Is intensive instruction in ESL a solution?

Many studies show that it is important to concentrate the hours of instruction in ESL in order to increase its effectiveness. According to the Conseil supérieur de l'éducation, intensive instruction in ESL (IIESL) would be a promising response to the social and economic demand for bilingualism.

IIESL, commonly called "intensive English," is a teaching approach that consists in increasing and concentrating the amount of time devoted to English language instruction to the equivalent of half a school year in Elementary Cycle Three. "[This] ensures that, at the end of their secondary studies, students will have received from the school the 1200 hours [of instruction] that experts consider necessary to develop competencies at the expected levels" (CSE, 2014:77). In Québec French-language educational institutions, IIESL is not the same thing as immersion because the other subjects are taught and evaluated in French. This is a decision that comes under the Charter of the French language.<sup>1</sup>

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1. See Chapter VIII, "The Language of Instruction" (<http://www.legisquebec.gouv.qc.ca/en/showDoc/cs/C-11?&digest=>).

In public schools, it is the governing boards that decide whether or not to offer IIESL; private schools have equivalent powers and responsibilities.

There are various models of IIESL. The most commonly used model allocates five consecutive months for ESL and five for the other subjects. Alternating models have also been implemented successfully in many Québec schools, with educational institutions opting for alternating half-days, days, weeks or cycles. Whether one uses the 5-month/5-month model or alternating models, the “specialty subjects”<sup>2</sup> are taught in French throughout the year. According to Collins and White (2011), there is no advantage in favouring one model over another as long as the same number of hours of instruction are offered. See Appendix B, Table 8, for more details of the main models of IIESL used in Québec.

For all homeroom and ESL teachers who collaborate, the key features of the relevant competencies in the programs of study and the content in the Progression of Learning documents are an excellent place to start to connect students’ learning. When teachers work in the same school or adopt an alternating model, collaboration can take place simultaneously. When teachers do not work in the same building, or when the school opts for the 5-month/5-month model, collaboration can be organized in a parallel fashion.

Although some schools select the students who will receive IIESL, many schools offer it on a voluntary basis, without a selection process. Also, some school service centres have decided to offer IIESL to a majority of students under their jurisdiction.

By viewing second language instruction as complementary to the language of instruction, teachers can contribute significantly to students’ transfer of learning.<sup>3</sup> Teachers can then join forces to have students communicate appropriately in various situations, orally or in writing; express their ideas in a coherent and organized manner in everyday situations; acquire oral and written language skills to meet their personal, academic and social needs; exercise critical judgment with regard to oral, written, visual and media texts; understand language as a system and be able to give examples of how this system works; and appreciate the value of literary works (Ministère de l’Éducation, 2006: 70).

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2. “Specialty subjects,” such as Music and Physical Education and Health, are taught by subject-specific specialists.

3. See CSE (2014: 78).

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## INTRODUCTION

This document is intended for teachers who work in the context of intensive instruction in ESL (IIESL), school administrators and pedagogical consultants who work together to help all students succeed. It provides suggestions useful for initiating team reflection on the many forms of collaboration. Fully committing to a collaborative approach takes place over a number of years. Teams from various backgrounds can therefore choose, from the options presented here, and on the basis of their situation and needs, those they consider more suitable for establishing an action plan to foster learning in both languages.

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### Fully committing to a collaborative approach takes place over a number of years.

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The suggestions offered here are intended to highlight the possibilities that shared responsibility offers to help students reap learning in various contexts throughout the year, even if half a school year is allocated for ESL. These suggestions stem from discussions held during consultation and validation meetings with teachers and pedagogical consultants from different regions of Québec who have made IIESL part of their educational project. The suggestions, moreover, are based on studies that have highlighted the benefits of a common vision for pedagogical planning to foster the success of all students.

In this document, the term *collaboration* is used to describe the work of teachers who, with the support of school administrators and pedagogical consultants, reflect and make decisions together in order to attain the same objective: the success of all students.

The homeroom teacher is the person who is responsible for teaching and evaluating, in the language of instruction, all subjects<sup>4</sup> other than ESL; the ESL teacher, as the term suggests, refers to the person who teaches and evaluates student performance in this subject. Shared responsibility means that both teachers are responsible for carrying out tasks relating to the management of the same groups of students, namely with regard to parent-teacher meetings and individualized education plans (IEPs).

This document first describes conditions conducive to collaboration between the homeroom teacher and the ESL teacher and then goes on to pedagogical considerations and tasks that make it possible to connect learning on which this collaboration can be based.

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4. It should be noted that “specialty” subjects continue to be taught by specialists.

# 1. CREATING CONDITIONS CONDUCTIVE TO COLLABORATION

Given the specific reality of IIESL, where the homeroom teacher and the ESL teacher share responsibility for the same groups of students, conditions can be created to support collaboration between the two teachers in a way that fosters the success of all students. These conditions are presented below.

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Conditions can be created to support collaboration  
between the two teachers.

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## a. Setting aside time

It is important to set aside time for meetings to enable the teachers to collaborate. There are various ways of doing this:

- ✓ Set aside the same “specialty”<sup>5</sup> period in the class schedules of the homeroom teacher and the ESL teacher.
- ✓ Use [government budget measure 15090 component 1](#) (in French only), which reimburses the substitution fees for one day per teacher for each group of students.
- ✓ Determine whether it is possible to offer additional free time, such as half-days distributed over 10 months, or one free day per school term.
- ✓ Plan moments for collaboration or for taking part in shared training workshops on pedagogical days.

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5. To make up for the periods that should have been taught by the ESL specialist, some schools decide to allocate a part of the teaching task to a homeroom teacher who will work as a specialist and teach this subject, or these subjects, throughout the year (e.g. Geography, History and Citizenship Education, Science and Technology, Culture and Citizenship in Québec).

## b. Encouraging pedagogical discussions among the teachers

Teachers will also find it advantageous to do more pedagogical planning as a team. Certain initiatives make this easier:

- ✓ Support networking to prevent isolation, draw inspiration from practices employed in various schools and foster the sharing of pedagogical materials.
- ✓ Encourage joint professional development initiatives (e.g. share reading materials, view information capsules, attend training workshops together) to foster the establishment of joint mechanisms that will become common references for students in all aspects of their learning (e.g. writing process, teaching of strategies).
- ✓ Use technological tools such as collaborative documents and tools that make it possible to hold online meetings in real time, in order to:
  - keep records of work accomplished (e.g. store the titles of picture books that were read in class, save project plans) and record the key features of competencies that were worked on together during the year
  - foster collaboration between teachers who work in different school.

## c. Relying on key collaborators

During consultation meetings, teachers have stressed the importance of having the support of resource people in the pursuit of their collaborative endeavours. Teachers can draw on the expertise of pedagogical consultants, school administrators and other resource people to support and guide their initiatives:

- ✓ Consider spreading the curriculum over 15 months.
- ✓ Organize support services for students with specific needs and ensure follow-up.
- ✓ Review the physical layout and location of the classrooms and, if possible, find rooms that are close together.
- ✓ Know what training offers are available.
- ✓ Foster networking among teams from different schools.
- ✓ Support the team during staff changes.

## 2. IMPLEMENTING A COLLABORATIVE APPROACH

While implementing a collaborative approach, the homeroom teacher and the ESL teacher can draw on the content of the Programme de formation de l'école québécoise (PFEQ) and the Progression of Learning documents. Their collaboration could also be based on various elements such as the school's educational project, the topics covered in class and the teaching methods used.

The IIESL context enables each teacher to take advantage of the competencies, content and routines of the other teacher's class by reusing them in their class. In this regard, a Québec study from 2016 on the collaborative teaching of reading strategies in an IIESL context showed that teachers who use a common approach increase students' awareness and independent use of them. Collaborative teaching also makes it possible to gain time since the strategies taught in one class can be reapplied in the other.<sup>6</sup>

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**The IIESL context enables each teacher to take advantage of the competencies, content and routines of the other teacher's class by reusing them in their class.**

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The following pages will deal first with elements that could form the basis of collaboration between the homeroom teacher and the ESL teacher. The subsequent section describes a few possibilities for making connections between learning ESL and the learning acquired in each of the other subjects. It is important to keep in mind that it is up to the teachers to select the suggestions they wish to implement in their classroom.

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6. See Gunning, White and Busque (2016: 84).

## 2.1 Potential Bases for Collaboration Between the Homeroom Teacher and the ESL Teacher

This section suggests elements that could form the basis for collaboration between the homeroom teacher and the ESL teacher. Depending on their size, some elements could be broken down into several steps spread over more than a year, or teachers could decide to target only one or two elements during the school year.

Teachers are obviously free to choose the tools and methods they wish to use with their students. Although it is not necessary to copy each other exactly, teachers would do well to draw upon similar elements to support the students in their learning, particularly those with special needs.

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**Teachers would do well to draw upon similar elements to support the students in their learning.**

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### a. Exploring the Programme de formation de l'école québécoise

It is important to keep in mind that the broad areas of learning<sup>7</sup> and the cross-curricular competencies<sup>8</sup> underlie all programs of study. It is therefore possible to see them as common elements that could form the basis for collaboration between the homeroom teacher and the ESL teacher. For example, both teachers could:

- ✓ discuss ways of dealing with these elements of the PFEQ in their classes, as a way of helping students see the connections between some activities carried out in their homeroom and ESL classes
- ✓ decide to work on the same broad areas of learning or cross-curricular competencies, to enable the students to pursue their learning throughout the year
- ✓ decide on the broad areas of learning and the cross-curricular competencies that will be taught in each class, to enable the students to explore more of them during the year

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7. The broad areas of learning are as follows: Health and Well-Being, Media Literacy, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Citizenship and Community Life.

8. The cross-curricular competencies are as follows: To use information, To solve problems, To exercise critical judgment, To use creativity, To adopt effective work methods, To use ICT, To construct his/her identity, To cooperate with others, To communicate appropriately.

According to Gunning, White and Busque, collaboration and the transfer of learning among students are facilitated when teachers are familiar with the elements common to their respective programs (2016:84). From this perspective, the homeroom teacher and the ESL teacher can explore the possibilities for learning transfer between the ESL program and the other programs taught in Elementary Cycle Three. Together they can emphasize the content of the programs and the Progression of Learning documents in each subject that can be addressed in both classes. Section 2.2 provides a few suggestions for each subject.

### **b. Exploring a common theme**

The use of the same theme in two different contexts can help students to consolidate their learning. The homeroom teacher and the ESL teacher could explore a common theme (e.g. robotics, animal species on the verge of extinction, the Inuit, democracy around the world) and tackle it through reading and complementary learning activities in their respective classes. The administration could also suggest themes related to their educational projects (e.g. promotion of reading, prevention of bullying, citizenship education in the digital age, academic and career guidance content).

With the 5-month/5-month model, teachers can explore a common theme at different times of the year. This enables students to review, reuse and consolidate their learning on a given theme in varied contexts.

Teachers following an alternating IIESL model can choose to work with a common theme during the same week. Depending on the theme selected, the students can explore the same types of texts (e.g. comic book, fable, poem) or gather information from texts in both languages, namely to compare various components of the texts, or to share their appreciation.

### **c. Working toward a joint educational approach**

After having completed the same training, the homeroom teacher and the ESL teacher could decide that the purpose of their collaboration will be to apply what they have learned (e.g. integration of technology, use of children's literature, implementation of differentiated instruction, teaching of reading strategies) over the course of the same year. It could be advantageous to ask pedagogical consultants about training options or about ways of integrating effective teaching practices into the classroom. It is important to keep in mind that the use of technological tools makes it possible to develop resources jointly and to record initiatives implemented during the year.

#### d. Ensuring cohesive classroom management practices

In the context of IIESL, two teachers share the responsibility for the same group(s) of students. They benefit, therefore, from consulting one another, particularly when drawing up individualized education plans or writing comments on the report card. They can also consider organizing joint or complementary outings and holding parent teacher meetings together. Whether teachers work with the same group for one week or change groups once midway through the year, they can establish similar class rules or routines that respect their individual teaching styles.

#### e. Planning an interdisciplinary project

The homeroom teacher and the ESL teacher could plan an interdisciplinary project to be carried out jointly or in tandem. A project of this kind could combine elements of the following programs: Français, langue d'enseignement, Geography, History and Citizenship Education, Mathematics, Science and Technology, Culture and Citizenship in Québec, one of the Arts Education subjects or Physical Education and Health, and the ESL Program.

For example, the students of a school in the Laurentides region sold cookies as a fundraiser. During the project, the homeroom teacher taught fractions while the ESL teacher asked the students to calculate the amounts of ingredients required to follow the recipe. The promotional posters for the sale were produced in English, since the project was intended to fund an activity to be held in English. The sale, however, was conducted in French. Three interdisciplinary projects derived from research can also be found in Appendix C.

#### f. Using available materials and resources

It is not necessary to create new materials when developing an interdisciplinary project. The homeroom teacher and the ESL teacher can simply consult the pedagogical materials they are already using for the various subjects included in the project. For example, the homeroom teacher could refer to their Geography, History and Citizenship Education textbook to introduce the topic of the project and to the Français, langue d'enseignement materials to teach the targeted text form. The ESL teacher, on the other hand, could draw on their ESL materials to help students to develop their personal language repertoire, or draw the students' attention to the language conventions targeted by the project.

Teachers could also consider using authentic texts (e.g. newspaper or magazine articles, news stories, books for young readers, infographics) when planning interdisciplinary projects based on the content and format of these texts and the extent to which they elicit the students' interest.

The homeroom teacher and the ESL teacher could also consult educational websites that suggest pedagogical activities that foster transfer of learning and the integration of various subjects in connection with a common theme or interdisciplinary project. For example, the [Constellations](#) website makes it possible to use children's literature to deal with elements that are common to Français, langue d'enseignement, and ESL. Please note that the resources suggested on this site

can also support competency development and the acquisition of knowledge in the other subject areas, since some texts deal with topics like the animal world, electricity, community and statistics.

[RÉCIT](#) is a network that focuses on competency development through the integration of information and communication technologies (ICTs). The site offers various resources in French and English for using these technologies in class.

### g. Using shared mechanisms

The homeroom teacher and the ESL teacher could set up shared mechanisms in order to facilitate learning and classroom management. While similar, these mechanisms can still retain certain differences.

In reading, for example, mechanisms such as reading circles, interactive reading and learning centres could be used.<sup>9</sup> Teachers could also provide their students with similar graphic organizers in their respective languages of instruction to facilitate note-taking.

In writing, the students could be given similar tools to revise and/or edit their writing in French and English. That way, they would not have to learn a new system every time they change teachers.<sup>10</sup>

In addition, helpful posters or pictograms relating to strategies and correction codes could be created collaboratively to make it easier for students to use them in both classes. Teachers could, for example, use the same font or identical pictograms.

Students could therefore concentrate on their learning instead of having to familiarize themselves with how various mechanisms work. Less time would be devoted to teaching and modelling mechanisms, which means that more time could be allocated to learning.

### h. Implementing a reflexive process

It is also desirable to set aside time during which the homeroom teacher and the ESL teacher track their collaborative process and set short- and long-term objectives (e.g. professional development, development of new materials, global planning changes). The school administration could also propose areas for reflection (e.g. review pedagogical planning, present professional training offers and discuss the effectiveness of existing arrangements), particularly during staff changes, to facilitate the integration of a new staff member, or when teachers switch groups within the 5-month/5-month model.

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9. For more information on these mechanisms, consult the glossary at the end of the document *Intensive ESL Teacher's Guide: English as a Second Language, Elementary Cycle Three*, which can be accessed on the Ministère's website at: <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/programs-training-evaluation/quebec-education-program/elementary/english-second-language>

10. See Roberge (2006).

## **i. Reviewing the organization of the curriculum**

Collaboration can sometimes require that all Cycle Three teachers consider reorganizing the curriculum on a 15-month basis. Indeed, this is exactly what the Conseil supérieur de l'éducation suggested in its 2014 brief. For example, the Cycle Three team could target content from the Progression of Learning documents for a given school year and distribute it over the cycle. They could then consider what could be added to the teaching curriculum during the year without IIESL, while ensuring that they continue to meet their students' specific needs. Such adjustments, however, must be consistent with the end-of-cycle outcomes in the programs and the students' individual learning pace. Discussions of this nature could also be held in the presence of school administrators, pedagogical consultants and any other specialists involved in fostering student success.

## 2.2 Tasks that Facilitate Learning Connections: Examples

Time management and students' success in all subjects are two concerns frequently mentioned by homeroom teachers working in an IIESL context.<sup>11</sup> Educational institutions in which IIESL has been successfully implemented often opt for tasks that connect learning. Research shows, moreover, that in the context of intensive instruction in a second language (L2), it is desirable to explore interdisciplinary possibilities to connect learning in the other subjects to learning in the L2 classroom (e.g. content, cognitive processes).<sup>12</sup>

In an interdisciplinary context such as this, knowledge transfer enables students to reuse, practise and consolidate what they learn throughout the year. Philippe Perrenoud, a sociologist known mainly for his work on differentiated instruction, stresses the importance of making the connections explicit between the various items of content so that learning transfer can take place. He has said that neither knowledge transfer nor its integration into competencies is a given, since they both require effort, i.e. a pedagogical and didactic initiative without which nothing happens, except among students who have substantial personal resources (2011: 55,56) [Translation].

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### **Knowledge transfer enables students to reuse, practise and consolidate what they learn throughout the year.**

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An increase in the amount of time devoted to ESL instruction provides an opportunity to integrate content from the other programs of study by connecting it to learning tasks carried out in the ESL class. Students benefit from extra time to assimilate certain concepts and to deepen and consolidate their learning in the other subjects throughout the year.

The interdisciplinary approach and the transfer of learning can be explored in different ways, depending on the IIESL model chosen by the school. For example, within the 5-month/5-month model, these integration-of-learning initiatives can be done in tandem or successively. ESL teachers can also suggest tasks that enable the students to review content covered in previous years. For alternating models, the interdisciplinary approach could lead to activities and projects carried out simultaneously in the classrooms of the homeroom teacher and the ESL teacher.

The following section describes a few possibilities for interdisciplinary connections between ESL and each of the other subjects in the PFEQ for Elementary Cycle Three.

It is important to keep in mind that the knowledge associated with the other subjects is neither taught nor evaluated when it is presented in the ESL class. The ESL teacher teaches and evaluates only the students' acquisition of the competencies from the ESL program.

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11. A number of studies on the impact of IIESL on the other school subjects are summarized in Appendix A.

12. See Netten and Germain (2004: 305-306).

## a. Français, langue d’enseignement, and ESL

In IIESL, students can use and transfer the learning acquired in both languages in a variety of contexts throughout the year.

In a study from 2001, Jim Cummins explains that academic competencies and reading competencies, for example, can be transferred from one language to another. He further states that extracting the main idea from a text, establishing cause-and-effect relationships, separating facts from opinions and placing events within a chronological narrative order are all tasks that can be assigned regardless of the target language (2001: 18). The Conseil supérieur de l’éducation corroborates these points and stipulates that it is desirable to teach languages in a complementary manner by drawing on transferable competencies and learning strategies (2014: 72,78).

The homeroom teacher and the ESL teacher could consult the [Intensive ESL Teacher’s Guide](#)<sup>13</sup> provided by the Ministère and target the points they wish to work on together during the year. This guide includes a section that indicates the elements common to the ESL program and the Français, langue d’enseignement, program. Also included in the guide are the correspondences between the wording of the competencies in both programs and suggestions for methods and tools that can be created, used and shared by both teachers.

Table 1 shows a few elements common to both language programs, along with examples of tasks that can be used to connect learning.

Table 1: Elements common to the Français, langue d’enseignement, program and the ESL program

| Français, langue d’enseignement                            | English as a Second Language                        |
|--|---|
| <b>Compétences</b>   | <b>Competencies</b>                                 |
| Communiquer oralement                                      | To interact orally in English                       |
| Lire des textes variés<br>Apprécier des œuvres littéraires | To reinvest understanding of oral and written texts |
| Écrire des textes variés                                   | To write texts                                      |

13. <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/ressources-pedagogiques/anglais-langue-seconde/Guide-soutien-anglais-intensif-primaire-AN.pdf>.

| Français, langue d'enseignement  | English as a Second Language                                       |
|--|--|
| Savoirs essentiels   | Essential knowledge  |
| Utilisation de stratégies  | Use of strategies  |
| Exploration de repères culturels   | Exploration of cultural products                                   |
| Acquisition de connaissances liées aux conventions linguistiques et aux textes | Acquisition of knowledge related to language conventions and texts |

### Examples of tasks that make it possible to connect learning

- ✓ Students make predictions or inferences during interactive reading.
- ✓ Students review the structure of a narrative when reading a picture book or viewing a short film in English class.
- ✓ Students use a similar writing process when drafting texts.
- ✓ Students are exposed to a variety of authentic texts throughout the year.
- ✓ Students learn different ways of actively participating in small-group discussions.
- ✓ Students use common communication strategies.

## b. Geography, History and Citizenship Education and ESL

The Geography, History and Citizenship Education program leads students to perceive the organization of a society on its territory, and to describe it in writing. Students are also asked to recognize changes in geographic and historical contexts, define the roles of certain people and indicate differences in the geographic and historical contexts of the societies they observe. The ESL program indicates that students must be able to identify and briefly describe the key elements of texts and demonstrate their understanding of the texts' overall meaning.

By deciding to explore a text on a theme associated with geography and history (e.g. Canadian society around 1820 or Québec society around 1905 or 1980), the ESL teacher makes it possible for students to deepen their knowledge of geography and history. Such projects are opportunities for ESL teachers to make good use of the increased time allocated to them to reuse what was learned in Geography, History and Citizenship Education both for the concepts covered during the year and for those presented in previous years.

Table 2 shows a few elements common to both programs, along with examples of tasks that can be used to connect learning.

Table 2: Elements common to the Geography, History and Citizenship Education program and the ESL program

| Geography, History and Citizenship Education   | English as a Second Language  |
|--|---|
| <b>Essential knowledge</b>   | <b>Essential knowledge</b>  |
| Situation of the society in space and time (St. Lawrence and Great Lakes Lowlands, Québec border)  | Theme-related vocabulary<br>Sequence of events in a text  |
| Influence of people and events on social and territorial organization (e.g. Champlain, Lavolette, Maisonneuve, religious groups, coureurs des bois, Loyalists, early governors, Honoré Mercier, Jean Lesage, Robert Bourassa, René Lévesque) | Theme-related vocabulary<br>Cultural products (e.g. famous people, signs of territorial appropriation, traditions related to celebrations and special events) |
| Construction and interpretation of a timeline  | Sequence of events in a text  |

| Geography, History and Citizenship Education  | English as a Second Language  |
|---|---|
| Essential knowledge   | Essential knowledge   |
| <p>Events that played a role in change (e.g. the Conquest, the Napoleonic Wars, Canadian Confederation, the Quiet Revolution)</p> | <p>Theme-related vocabulary</p> <p>Sequence of events in a text</p> <p>Cultural products (e.g. famous people, signs of territorial appropriation, traditions related to celebrations, special events)</p> |
| <p>Use of chronological reference points (month, season, year, decade, century, millennium)</p>                                   | <p>Vocabulary related to expressions of time (e.g. years, months, weeks, days, number of minutes, hours, seasons)</p>   |

### Examples of tasks that can be used to connect learning

- ✓ Students create a podcast in English on the characteristics of an element of Canadian heritage.
- ✓ Students read a map in English class to locate where events in a historical narrative or current events took place.
- ✓ Students go on a virtual reality expedition.
- ✓ Students construct a timeline to show the events that marked industrialization or urbanization.
- ✓ Students write a biography on a hero or on a prominent figure in Québec society.
- ✓ Students discuss various issues (e.g. rights and freedoms in Québec around 1980 and those in a non-democratic society; the main differences between the Mi'kmaq and Inuit societies).

### c. Mathematics and ESL

In Mathematics, students draw on their capacity for self-expression, reflection and analysis and their ability to solve situational problems and reason using mathematical concepts and processes. The development of these competencies is closely connected with the acquisition of knowledge pertaining to arithmetic, geometry, measurement, statistics and probability. There are various ways to enable students to reapply their mathematical knowledge in ESL class. For example, it is possible to review certain concepts related to numbers, plane figures, the different units of measure or the organization of ideas.

Table 3 shows a few elements common to both programs, along with examples of tasks that can be used to connect learning.

Table 3: Elements common to the Mathematics program and the ESL program

| Mathematics   | English as a Second Language   |
|---|--|
| Essential knowledge   | Essential knowledge – Functional language  |
| <p>Natural numbers less than 1 000 000, whole numbers, decimals up to three decimal places, fractions: reading, writing, representation, comparison, order, equivalent expressions (except for whole numbers), number line</p> <p>Fractions: numerator and denominator</p> <p>Converting a fraction or percentage to a decimal number</p> | <p>Vocabulary related to cardinal and ordinal numbers</p>  |
| <p>Establishing relationships between units of measure of time</p>  | <p>Vocabulary related to expressions of time</p>   |
| <p>Formulating questions for a survey</p>   | <p>Vocabulary related to:</p> <ul style="list-style-type: none"> <li>• question words</li> <li>• yes/no questions</li> </ul> |

| Mathematics   | English as a Second Language                     |
|---|--|
| <b>Essential knowledge</b>  | <b>Essential knowledge – Functional language</b> |
| Collecting, describing and organizing data using tables<br>Interpreting data using tables or diagrams (e.g. circle graph) | Theme-related vocabulary                         |
| Describing different polygons and classifying quadrilaterals and triangles<br>Describing a circle                         | Vocabulary related to geometric shapes           |
| <b>Strategies<sup>14</sup></b>  | <b>Essential knowledge – Strategies</b>          |
| Regulation  | Self-monitoring<br>Self-evaluation               |
| Planning  | Planning   |
| Resource management   | Use of resources                                 |
| Affective strategies (e.g. risk-taking)   | Risk-taking                                      |

### Examples of tasks that make it possible to connect learning

- ✓ Students reapply what they learned about fractions to double the number of ingredients required to prepare a recipe in English.
- ✓ Students use decimal numbers to indicate the prices of clothing or food in a skit performed in English.
- ✓ Students read the temperature on a thermometer and record data on day-to-day precipitation and the number of hours of sunlight in a chart, and subsequently convert them to an average as part of the morning routine in English class.
- ✓ Students find objects hidden in the four quadrants of a Cartesian plane as part of a guessing game played in English class.
- ✓ Students interpret the results of a survey using a circle graph.
- ✓ Students use reflection and translation to produce tessellations on wrapping paper or greeting cards.

14. The strategies can be found scattered throughout the elementary Mathematics program. They are labelled here as in the Mathematics Progression of Learning.

## d. Science and Technology and ESL

In Science and Technology, students are encouraged to observe and describe natural phenomena and their impact as well as temperature and the transformation of matter. Using texts dealing with these topics in ESL class enables students to recognize and briefly describe these phenomena. By demonstrating their understanding of the overall meaning of these texts, the students reuse concepts taught by the homeroom teacher and, in doing so, consolidate their learning and expand their range of English words and expressions.

Table 4 shows a few elements common to both programs, along with examples of tasks that can be used to connect learning.

Table 4: Elements common to the Science and Technology program and the ESL program

| Science and Technology  | English as a Second Language                     |
|---|--|
| <b>Essential knowledge</b>  | <b>Essential knowledge – Functional language</b> |
| <p>Characteristics of the main bodies in the solar system (e.g. composition, size, orbit, temperature)</p> <p>Activities connected to the metabolism of living things (e.g. transformation of energy, growth, maintenance of systems and body temperature)</p> <p>Changes in appearance of animals that undergo a metamorphosis (e.g. butterfly, frog)</p> <p>Natural phenomena (e.g. erosion, lightning, tornado, hurricane) and their impact on the environment or on the well-being of individuals</p> | Theme-related vocabulary                         |
| <b>Strategies</b>   | <b>Essential knowledge – Strategies</b>          |
| Examine their mistakes in order to identify their source  | <p>Self-monitoring</p> <p>Self-evaluation</p>    |
| Use different types of reasoning (e.g. induction, deduction, inference, comparison, classification)   | Predicting and inferring                         |
| Use different tools for recording information (e.g. diagrams, notes, graphs, procedures, logbook)   | Note-taking (writes down relevant information)   |

## Examples of tasks that make it possible to connect learning

- ✓ Students carry out a project related to robotics.
- ✓ Students raise young people's awareness of the impact of recycling.
- ✓ Students are introduced to composting.
- ✓ Students use the scientific approach to make organic cleaning products or catapults.
- ✓ Students reinvest their understanding of texts on scientific topics such as natural phenomena or transportation by making a poster, giving a multimedia presentation, making a model, joining a debate, etc.

## e. Culture and Citizenship in Québec and ESL

The competencies in the Culture and Citizenship in Québec (CCQ) and ESL programs share certain elements: the implementation of conditions conducive to interaction, students supporting their own ideas and asking questions about the ideas of others. Additionally, the CCQ program and the ESL program both provide opportunities for students to reinvest their understanding of a variety of texts for different purposes and in different ways.

The stance related to critical reflection developed in CCQ can also be fostered by the ESL teacher. By presenting authentic texts with varied points of view and opportunities to reflect on their world view through interaction with their peers, the ESL teacher contributes to the students' development of critical reflection.

Table 5 shows a few elements common to both programs, along with examples of tasks that can be used to connect learning.

Table 5: Elements Common to the Culture and Citizenship in Québec program and the ESL program

| Culture and Citizenship in Québec  | English as a Second Language   |
|--|--|
| <p><b>Competencies</b></p> <p>Reflects critically on cultural realities</p> <ul style="list-style-type: none"> <li>• Key feature <i>Engages in dialogue</i></li> <li>• Content related to applying the competency: conditions conducive to interaction</li> </ul>  | <p><b>Competencies</b></p> <p>To interact orally in English</p>  |
| <p>Reflects critically on cultural realities</p> <ul style="list-style-type: none"> <li>• Key feature <i>Observation of cultural realities</i> <ul style="list-style-type: none"> <li>- Identify information in documentary resources</li> <li>- Compare observations and information</li> </ul> </li> <li>• Key feature <i>Examination of points of view</i> <ul style="list-style-type: none"> <li>- Compare reference points</li> </ul> </li> </ul> | <p>To reinvest understanding of oral and written texts</p> <ul style="list-style-type: none"> <li>• Identify key elements in texts</li> <li>• Compare reality presented in texts with their own reality</li> <li>• Contact with English cultures through a variety of cultural products</li> </ul> |

## Learning Content

## Essential Knowledge

Subthemes in Cycle 3:

- Self-awareness and construction of identity<sup>15</sup>
- Relationships between people<sup>16</sup>
- Search for meaning<sup>17</sup>
- Relationships between humans and the environment
- Media and digital life<sup>18</sup>

Theme-related vocabulary

Methods to support one's ideas:

- Giving examples
- Making connections with the ideas of others
- Giving reasons
- Drawing up an opposing view
- Rephrasing what others say

Useful expressions related to:

- Agreement, disagreement, opinions
- Expressions to make rejoinders

Strategies:

- Attention
- Asking for clarification
- Use of prior knowledge
- Risk-taking

## Examples of tasks that make it possible to connect learning

- ✓ Students read and listen to a variety of texts on the topic of relationships between humans and the environment to better understand and reflect on this issue in preparation for interacting orally on the matter.
- ✓ Students discuss desirable behaviours to adopt regarding media and their digital life and then write an opinion letter or a skit that takes the intended audience into account when presenting these behaviours.
- ✓ Students mobilize their competency to reflect critically on cultural realities by comparing their observations of cultural references and products found in authentic texts in English.
- ✓ Students are asked to produce posters illustrating the rules that will be followed during oral interactions in the two classes.

15. Sexuality Education content is present in this subtheme in Elementary 5 and Elementary 6.

16. Sexuality Education content is present in this subtheme in Elementary 6.

17. Sexuality Education content is present in this subtheme in Elementary 5.

18. Sexuality Education content is present in this subtheme in Elementary 6.

## f. Arts Education and ESL

There are similarities between the ESL competencies and those of the Arts Education programs (Visual Arts, Drama, Music and Dance). When the context permits, the ESL teacher could remind the students of the techniques they learned with the arts teacher, and thereby facilitate the possible transfer of knowledge between subjects.

Table 6 shows a few elements common to the Arts Education and ESL programs, along with examples of tasks that can be used to connect learning.

Table 6: Elements common to the Arts Education programs and the ESL program

| Arts Education  | English as a Second Language   |
|---|--|
| <b>Competencies</b>   | <b>Competencies</b>  |
| To appreciate works of art, traditional artistic objects, media images and works in the visual arts | To interact orally in English<br>To write texts                      |
| To invent and interpret short scenes  | To interact orally in English<br>To write texts                      |
| <b>Essential knowledge</b>  | <b>Essential knowledge</b>   |
| Pertinent use of target vocabulary  | Theme-related vocabulary<br>Vocabulary related to colours and shapes |
| Connections between what student has felt and examined  | Expression of opinion, feelings, interests, tastes, preferences      |

## Examples of tasks that make it possible to connect learning

- ✓ Students reuse concepts learned in the visual arts (e.g. collage, modelling, assembling, line, colour) to produce a poster, video capsule, brochure, web page in English.
- ✓ Students express opinions and preferences regarding artists and works of art (e.g. visual arts, music, dance, drama).
- ✓ Students practise and interpret short scenes or have a reader's theatre in English.
- ✓ Students write a text about an artist or work of art that they particularly like.
- ✓ Students name the techniques used to invent and interpret short scenes they learned in drama class before doing improvisation in English.

## g. Physical Education and Health<sup>19</sup> and ESL

Overall, the Physical Education and Health (PEH) program targets the development of students' motor efficiency through regular participation in physical activities, the development of psychosocial skills and the acquisition of the knowledge, strategies, attitudes and safe, ethical behaviours they need to protect their health and well-being. The PEH teacher is not solely responsible for encouraging students to be active and to adopt a healthy lifestyle; the entire school team must also work toward this objective.

Table 7 shows a few elements common to both programs along with examples of tasks that can be used to connect learning.

Table 7: Elements common to the Physical Education and Health program and the ESL program

| Physical Education and Health  | English as a Second Language   |
|--|--|
| <b>Essential knowledge</b>   | <b>Essential knowledge – Functional language</b>   |
| Kinesthetic feedback from the body   | Theme-related vocabulary   |
| Principles of communication  | Expressions promoting harmonious exchanges and teamwork  |
| Stress management<br>Relaxation  | Theme-related vocabulary<br>Strategies: risk-taking and accepting not being able to understand everything student hears or reads |
| Movements or actions performed according to different synchronization modes in relation to another person or other persons | Vocabulary related to action words   |
| Types of action: <ul style="list-style-type: none"> <li>• Locomotor skills</li> <li>• Nonlocomotor skills</li> </ul>       | Vocabulary related to action words   |

19. The Physical Education and Health program is generally taught by a specialist but it may, in exceptional cases, be taught by the homeroom teacher.

| Physical Education and Health   | English as a Second Language   |
|---|--|
| <b>Cultural references</b>  | <b>Essential knowledge – Cultural products</b>   |
| For example: types of recreational activities, sporting events, clothing, exhibitions, sports here and elsewhere, major events in the news in connection with physical education and health | For example: texts, media, games, celebrities, traditions associated with special events |

### Examples of tasks that make it possible to connect learning

- ✓ Students carry out a project on physical activities.
- ✓ Students read newspaper or magazine articles, children’s books on physical activities or sports celebrities in Canada or abroad.
- ✓ In teams, students plan and carry out a physical activity routine in English to change the pace of the class.
- ✓ Students work on the theme of the Olympics.

## CONCLUSION

This document, which is intended to provide support for teachers, school administrators and pedagogical consultants, suggests ideas regarding adjustments that could be made to implement, maintain or improve collaborative practices between homeroom teachers and ESL teachers in the context of IIESL.

The collaboration between both teachers can be facilitated first of all by the establishment of favourable conditions such as sufficient time and support. The teachers can also meet to identify elements on which they can collaborate as well as tasks that “transcend the boundaries between subjects in order to help students perceive the connections between their various learnings” (Ministère de l’Éducation, 2006: 5).

The suggestions proposed in this document highlight a number of initiatives in which the homeroom teacher and the ESL teacher share responsibility for learning through a collaborative approach. Fostering the transfer and the integration of learning from the various programs of study is a promising way forward; it is conducive to the success of all students and takes into account concerns relating to time management. Students can thereby reuse and deepen their learning in all subjects, including Français, langue d’enseignement, throughout the year even if more time is allocated to the teaching of English.

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## **APPENDIX A:**

### **A BRIEF OVERVIEW OF THE RESEARCH**

Studies have shown that IIESL does not have a negative impact on students' success in other subjects. In 2013, Bell, White and Horst conducted a study of 150 students in six intensive ESL classes (Elementary 5 and 6) in and around Montréal and found no proof of reduced French language proficiency among the groups. These results show that student participation in this type of project does not seem to have negative consequences on competency in French. And this holds whether or not the students were selected, were in Elementary 5 or 6, or had results close to or below the average.

According to Genesee (2007), students whose academic performance is below average, students from disadvantaged areas and those from minority ethnic groups obtain results comparable to those of their peers who have followed a regular educational path (writing and reading in the mother tongue). Moreover, students who encountered difficulties in learning their mother tongue (reading and writing) will have the same types of problems in their second language, which justifies maintaining effective support measures for those students.

These results can apparently be explained by the interdependence of languages. According to Cummins (2009), who was one of the first to speak about language interdependency, languages derive mutual benefit from one another when the educational environment gives students access to both. Netten and Germain (2005) use the expression "language literacy" to explain that language learning, whether in the mother tongue or in a second language, can be transferred from one language to another. Students can therefore use reading strategies in their mother tongue and in their second language. In writing, they compose a text following a logical sequence (e.g. introductory paragraph, development, concluding paragraph) in either their mother tongue or their second language, depending on the task set for them.

## APPENDIX B:

# MAIN MODELS OF IIESL IN QUÉBEC

Table 8: Main models of IIESL in Québec<sup>20</sup>

|             | 5-month/5-month model  | Alternating models  |   |
|-------------|--|---|---|
|             | (18 weeks/18 weeks)  | 4 days/1 day (for 18 weeks) /<br>1 day/4 days (for 18 weeks)  | 1 cycle/1 cycle<br>1 week/1 week<br>2½ days/2½ days<br>1 day/1 day<br>½ day/½ day   |
| DESCRIPTION | <p>This model divides the school year into two equal parts. ESL is taught over one 5-month period, while the other subjects are taught during the other 5-month period.</p> <p>The compulsory ministerial examinations are administered in January for students who studied subjects other than ESL from September to January, and in June for those who received that instruction during the second half of the school year.</p> <p>Instruction in subjects taught by specialists<sup>21</sup> is given throughout the school year.</p> | <p>Over a 5-month period, students receive IIESL four days per week, while the fifth day is dedicated to instruction in Français, langue d'enseignement, and Mathematics.</p> <p>During the other 5-month period, students pursue their studies in Français, langue d'enseignement, Mathematics, Science and Technology, Geography, History and Citizenship Education, and Culture and Citizenship in Québec four days per week. The fifth day is dedicated to ESL instruction.</p> <p>Instruction in subjects taught by specialists is given throughout the school year.</p> | <p>Instruction over the course of the school year alternates between IIESL and the teaching of the other subjects.</p> <p>The frequency varies depending on the models used: 2 weeks, 1 week, 2½ days, 1 day, ½ day, etc.</p> <p>Instruction in subjects taught by specialists is given throughout the school year.</p> |

20. On this subject, see Bayan (1996), Collins, Halter, Lightbown and Spada (1998), Collins and White (2011), Commission scolaire de la Beauce-Etchemin (2004), Ministère de l'Éducation, RCCPALS and SPEAQ (2003) and Spada and Lightbown (1989).

21. Given the specific context of IIESL, some schools entrust a number of their teaching tasks (e.g. Geography, History and Citizenship Education; Science and Technology; Culture and Citizenship in Québec) to a field 3 teacher, who will act as a specialist and teach these subjects throughout the school year.

| 5-month/5-month model |   | Alternating models  |  |
|-----------------------|---|---|--|
| ADVANTAGES            | (18 weeks/18 weeks)   | 4 days/1 day (for 18 weeks) /<br>1 day/4 days (for 18 weeks)  | 1 cycle/1 cycle<br>1 week/1 week<br>2½ days/2½ days<br>1 day/1 day<br>½ day/½ day  |
|                       | <p>Various studies have shown the effectiveness of this model in the development of the ESL competencies.</p> <p>Studies carried out by various school boards show that following this ESL model does not have a negative impact on students' performance in other subjects.</p> <p>The students learn to adapt to different teaching contexts.</p> <p>The students deal with one challenge at a time, namely ESL learning or learning in other subjects.</p> | <p>The students pursue their studies in Français, langue d'enseignement, and Mathematics throughout the year.</p> <p>The compulsory ministerial examinations are administered to all Elementary 6 students in June.</p> <p>The students are supervised by two teachers throughout the year.</p> <p>Interdisciplinary projects can be carried out in tandem.</p> <p>This model seems conducive to a possible consolidation and enrichment of Français, langue d'enseignement, and Mathematics learning through activities carried out in the ESL classroom.</p> <p>The students will be better prepared to keep changing classrooms, as is the practice in secondary school.</p> | <p>The students pursue their studies in all subjects throughout the year.</p> <p>Student performance in all subjects is evaluated throughout the year.</p> <p>The compulsory ministerial examinations are administered to all Elementary 6 students in June.</p> <p>The students are supervised by two teachers throughout the year.</p> <p>Interdisciplinary projects can be carried out in tandem.</p> <p>This model seems conducive to a possible consolidation and enrichment of Français, langue d'enseignement, and Mathematics learning through activities carried out in the ESL classroom.</p> <p>This model seems conducive to collaboration between the homeroom teacher and the ESL specialist.</p> <p>The students will be better prepared to keep changing classrooms, as is the practice in secondary school.</p> |

| 5-month/5-month model |   | Alternating models   |   |
|-----------------------|---|--|---|
| CHALLENGES            | (18 weeks/18 weeks)   | 4 days/1 day (for 18 weeks) /<br>1 day/4 days (for 18 weeks)   | 1 cycle/1 cycle<br>1 week/1 week<br>2½ days/2½ days<br>1 day/1 day<br>½ day/½ day   |
|                       | <p>Establishing teaching measures that foster learning recall and subject-specific approaches after a gap of over 5 months in ESL instruction or after instruction in the other subjects (in elementary and secondary school).</p> <p>Setting aside times in which Cycle 3 homeroom teachers and ESL specialists can harmonize their pedagogical approaches in the two parts of the year and ensure the complementarity of the students' learning; establishing mechanisms conducive to such collaboration.</p> <p>Ensuring that all students achieve the desired end-of-cycle outcomes in all subjects.</p> <p>Organizing remedial teaching services.</p> <p>Supporting the homeroom teacher, given their additional correction tasks, namely associated with the two series of compulsory ministerial examinations.</p> | <p>Setting aside times in which Cycle 3 homeroom teachers and ESL specialists can harmonize their pedagogical approaches and classroom organization procedures and ensure the complementarity of their students' learning; establishing mechanisms conducive to such collaboration.</p> <p>Ensuring that all students achieve the desired end-of-cycle outcomes in all subjects.</p> <p>Supporting the students in the group that devotes 4 days to ESL learning during the administration of the compulsory ministerial examinations.</p> <p>Reorganizing the schedule during the administration of the compulsory ministerial examinations.</p> <p>Supporting the homeroom teacher, given their additional correction tasks, namely associated with the two series of compulsory ministerial examinations.</p> | <p>Setting aside times in which Elementary 6 homeroom teachers and ESL specialists can harmonize their pedagogical approaches and classroom organization procedures and ensure the complementarity of their students' learning; establishing mechanisms conducive to such collaboration.</p> <p>Ensuring that all students achieve the desired end-of-cycle outcomes in all subjects.</p> <p>Reorganizing the schedule during the administration of the compulsory ministerial examinations.</p> <p>Distributing homework in a realistic manner.</p> <p>Supporting the homeroom teacher, given their additional correction tasks, namely associated with the two series of compulsory ministerial examinations.</p> |

|                                    | 5-month/5-month model  | Alternating models   |   |
|------------------------------------|--|--|---|
| IDEAL IMPLEMENTATION<br>CONDITIONS | (18 weeks/18 weeks)  | 4 days/1 day (for 18 weeks) /<br>1 day/4 days (for 18 weeks) | 1 cycle/1 cycle<br>1 week/1 week<br>2½ days/2½ days<br>1 day/1 day<br>½ day/½ day |
|                                    | <p>Support from the school team</p> <p>An even number of groups in the same school or in two neighbouring schools</p> <p>Twinning of one homeroom teacher in field 3 with one specialist teacher in field 4</p> <p>Proximity of the classrooms reserved for the homeroom teacher and the ESL specialist</p> <p>Collaboration between the homeroom teacher and the ESL specialist</p> |  |   |

## APPENDIX C:

# TASKS THAT MAKE IT POSSIBLE TO CONNECT LEARNING AND THAT HAVE BEEN DOCUMENTED BY RESEARCH

Appendix C describes three studies that have looked at tasks that connect learning.

The first of these studies, on IIESL, took place in Québec. Spread over two years, it was based on the collaboration of Français, langue d'enseignement teachers and ESL teachers and involved Elementary 6 students enrolled in IIESL classes in Québec. According to the researchers, the fact that the teachers were aware of the common points shared by their respective programs facilitated collaboration, which resulted in greater uniformity in the teaching of strategies and, consequently, a better understanding of reading strategies and increased autonomy in applying them. Moreover, collaboration made it possible to save time since the strategies presented in one subject could be reapplied in another.<sup>22</sup>

The second study concerns a New York school where teaching about blues music was used as a way of integrating studies. In English, students were asked to look at the poetry in the lyrics while in Mathematics, they were to analyze the earnings and expenses of a touring blues band using a statistical table. In Social Sciences, they were asked to place the blues in their geographic, historical and economic contexts.<sup>23</sup>

The third study was carried out by researchers in the United Kingdom who examined and documented over seven studies comprising the sciences, the arts and literacy. One of the interdisciplinary action-research projects involved two teachers and 62 Elementary 5 students, some of whom had special needs (attention deficit disorder, autism spectrum disorder). Starting with the leading question, "How is it possible to fly?," the students took part in a series of meaningful and motivating activities to develop their literacy and language skills by raising questions and participating in discussions; using their cognitive skills during research and experimentation and their social skills in cooperating to create and present an imaginary flying animal to be exhibited at the Science Centre. The students were able to explain their approach (how the creature could fly) using knowledge and techniques learned during the project. The teachers also stated that the students were highly motivated, and this included students who had received a diagnosis.<sup>24</sup>

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22. See Gunning, White and Busque (2016).

23. See Pyne (2006:52).

24. See Anderson (2013).



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