

ESL PROGRAMS CHART

Common Elements in the ESL Programs from Elementary Cycle Two to Secondary Cycle Two			
Learning Environment	C1 To interact orally in English	C2 To reinvest understanding of texts	C3 To write . . . texts
• Use of English from Day 1 (e.g. foster an interactive classroom setting: <i>greetings, routines, instructions and tasks, “English zone”</i>) • Consider students’ affect (e.g. <i>team building, positive rapport with students, downplaying mistakes, relatable themes connected to BAL and CCC</i>) • Provide guidance/support and resources (e.g. <i>teacher, peers, texts, visuals, posters, realia, dictionaries, ICT</i>) • Begin with short, simple, step-by-step tasks • Promote synergy of the three ESL competencies and development of knowledge (e.g. <i>discuss a topic, read about it, write about it and discuss/reflect on learning</i>) • Provide ample practice opportunities (e.g. <i>recommend books for students to read, suggest educational ESL websites</i>) • Offer constructive feedback to support learning (e.g. <i>comment on targeted elements, give concrete tips on how to improve, present a short grammar capsule on a common error</i>) • Develop students’ independent strategy use through modelling, explicit teaching and guided practice	Solid C1 Tasks • Meaningful/Authentic • Interlocutor(s) • Clear purpose • Two-way exchange (i.e. initiate, react, maintain, end exchanges)	Solid C2 Tasks • Meaningful/Authentic • Clear task requirements (e.g. <i>oral and written instructions, discussions about rubrics, C2 checklists</i>) • Construct meaning individually and with others (i.e. prepare to listen to, read, view texts) • Demonstrate understanding of texts • Carry out a solid reinvestment task (i.e. select, organize, personalize/adapt <u>knowledge drawn from texts</u>) in light of the purpose and audience • Deliver a personalized final product individually	Solid C3 Tasks • Meaningful/Authentic • Clear task requirements (e.g. <i>oral and written instructions, discussions about rubrics, C3 checklists</i>) • Use a writing process: ✓ Prepare to write / Plan the text ✓ Compose texts / Write the draft ✓ Revise ✓ Edit ✓ Publish (optional) • Write a variety of texts for different purposes and audiences
	Considerations • Develop fluency with some focus on accuracy: ✓ Use a variety of functional language and vocabulary related to familiar topics and those of a broader scope/more complex issues ✓ Use language conventions (i.e. pronunciation, intonation, grammar) • Develop strategies (e.g. <i>Gesture, Stall for time, Substitute, Practice, Cooperate, Take risks</i>)	Considerations • Listen to, read and view a variety of authentic texts (i.e. popular, literary, information-based) that evolve from familiar to broader/more complex issues • Explore English culture through texts • Develop strategies (e.g. <i>Activate Prior Knowledge, Predict, Infer, Scan, Skim, Take notes</i>)	Considerations • Importance of content and language conventions (i.e. grammar, spelling, punctuation) • Use writing tools (e.g. <i>dictionaries, grammar references, online tools</i>) • Develop strategies (e.g. <i>Direct attention, Plan, Self-monitor when revising and editing, Ask for help or clarification</i>)
	Examples		
	• Structured tasks: ○ Playing a board game ○ Reaching a team consensus ○ Carrying out an improvisation • Spontaneous exchanges: ○ Chatting about the weekend ○ Talking about a school event ○ Discussing current events	• Reinvestment tasks: ○ Designing a poster about a text ○ Adding a page to a picture book ○ Creating an online quiz on cyber safety ○ Making a judgment about a topic ○ Inventing a different ending or sequel to a story	• Structured tasks: ○ Writing an invitation ○ Writing a description of a friend ○ Inventing a folktale/fairy-tale • Spontaneous tasks: ○ Writing a list ○ Writing a journal entry ○ Writing an email to a pen pal