

### Part 1: True or False?

**Instructions: Determine if the following statements about the ESL Prewrite Training Program are either 'True' or 'False'.**

Statements	T or F
1. Students receive 50 hours of instruction per year.	
2. The ESL Prewrite Training Program is a simplified version of the Cycle 1 ESL program.	
3. When it comes to helping students develop their linguistic competency, teachers should focus only on work-related topics and language.	
4. Students are asked to complete basic reinvestment tasks for C2.	
5. Students are encouraged to develop a strong command of C3.	
6. Individual work is recommended to respect each student's learning pace.	
7. The teacher is a linguistic model and speaks English at all times.	

### Answers

Statements	T or F
1. Students receive 50 hours of instruction per year.	<b>T</b>
2. The ESL Prewrite Training Program is a simplified version of the Cycle 1 ESL program.	<b>T</b>
3. When it comes to helping students develop their linguistic competency, teachers should focus only on work-related topics and language. <ul style="list-style-type: none"> <li>• <i>The program aims to develop students' knowledge of English to enable them to cope on their own in different situations and, in particular, to meet their needs with regard to safety, getting around/travelling/transportation, work and recreation. (page 1)</i></li> <li>• <i>The program will also enable them to find new sources of entertainment in the English media, including magazines, film, radio and television. (page 1)</i></li> </ul>	<b>F</b>
4. Students are asked to complete basic reinvestment tasks for C2. <ul style="list-style-type: none"> <li>• <i>C2 is 'Listens to views, reads and views texts'</i></li> <li>• <i>No reinvestment tasks.</i></li> </ul>	<b>F</b>
5. Students are encouraged to develop a strong command of C3. <ul style="list-style-type: none"> <li>• <i>In view of the needs of the students concerned, the Prewrite Training learning option does not place undue emphasis on the competency Writes texts in English. Nevertheless, given the advantages of having a basic command of this competency, students are encouraged to develop it to be able to carry out certain personal tasks and work-related duties. (page 10)</i></li> </ul>	<b>F</b>
6. Individual work is recommended to respect each student's learning pace. <ul style="list-style-type: none"> <li>• <i>In Prewrite Training, the main goal is to help students acquire basic oral communication skills for everyday use. (page 3)</i></li> <li>• <i>In the ESL Prewrite Training class, students continue to develop competencies within a community of learners. (page 4)</i></li> </ul>	<b>F</b>
7. The teacher is a linguistic model and speaks English at all times.	<b>T</b>

## Part 2: Key Concepts

**Instructions:** Read pages 1-4 from the Pework Training ESL Program. Identify five key concepts from these pages. Write your ideas below. Then, compare with a partner and come to a consensus on the top three key concepts.

### My Top Five Key Concepts

### Our Top Three Key Concepts

## Possible Answers

<b>Pages 1-2 (Introduction)</b>
<ul style="list-style-type: none"><li>→ English will help students meet workplace challenges.</li><li>→ Opportunity for students to be more open to other cultures</li><li>→ The program aims to develop students' knowledge of English to enable them to cope on their own in different situations and, in particular, to meet their needs with regard to safety, getting around/travelling/transportation, work and recreation.</li><li>→ The program will enable them to enrich their knowledge on different topics and find new sources of entertainment in the English media.</li><li>→ Even a basic understanding of another language will give students an additional means to gaining greater autonomy.</li><li>→ The three competencies are <i>Interacts orally in English; Listens to, reads and views texts and Writes texts</i></li><li>→ The program is based on the communicative approach, in which the teacher is the students' linguistic model and speaks English at all times.</li><li>→ Students are actively engaged, in school or on their job training, in activities that can improve their ability to communicate in English.</li><li>→ Teachers are encouraged to practise differentiated instruction.</li><li>→ Teachers should also focus on the students' development of the competency <i>Interacts orally in English</i>, which is more accessible and more immediately useful in the world of work, for which the students are headed.</li><li>→ Main focus is on C1, followed by C2 and last C3 in terms of importance and of focus. (page 2)</li></ul>
<b>Page 3 (Making Connections...)</b>
<ul style="list-style-type: none"><li>→ Students build knowledge and develop strategies that can be applied in other fields of study and interest, in the classroom or in a practicum setting.</li><li>→ Students learn to transfer of knowledge between <i>English, as a second language</i> and <i>français, langue d'enseignement</i>.</li><li>→ Students discover, for example, that they can enhance their knowledge of the job market by gaining access to documents published in English.</li><li>→ The main goal is to help students acquire basic oral communication skills for everyday use.</li><li>→ However, the ability to read short texts in English is another means of gaining access to useful resources in different fields...</li><li>→ Students can learn to consult English texts for personal interest.</li><li>→ By developing their ability to read English-language texts, students are contributing to their autonomy and sociovocational integration [...] by gaining access to documents published in English.</li></ul>
<b>Page 4 (Integrated Teaching-Learning-Evaluating Context)</b>
<ul style="list-style-type: none"><li>→ In the English as a Second Language Prework Training class, students continue to develop competencies within a community of learners.</li><li>→ ESL class is conducive to interaction, cooperation and research, where students must actively participate in their own learning and contribute to building a stimulating learning environment marked by mutual trust and respect, and by consideration for individual differences.</li><li>→ Students learn from each other through observation (ways to communicate, use of strategies and resources).</li><li>→ Students are given choice in the topics to explore.</li><li>→ Within the context of alternating work and study, it is important that students be aware that they will possibly use their English-language competencies in certain jobs, as well as in leisure time.</li><li>→ Importance of a culturally and linguistically rich learning environment to help students develop the three competencies and better understand the cultures of English speakers (examples of language and cultural resources of different kinds).</li><li>→ ICT can be a valuable source of motivation for students.</li><li>→ Teachers are responsible for establishing a climate of trust in the classroom, one in which students will not hesitate to take risks in order to develop their personal language repertoire.</li><li>→ Teachers are models and guides who speak English at all times and encourage students to do the same (provide the support students need to better communicate orally and in writing).</li></ul>

### Part 3: Teacher's Role & Students' Role for Competency 1

**Instructions: From the second column, circle the five aspects that present the greatest challenge for teachers when it comes to helping students develop C1. Which need to be prepared before (B), during (D) and after (A) a C1 activity? Write letter B, D or A beside each statement.**

Competency 1	Teacher's Role	Students' Role
<p><u>Key Features:</u></p> <ul style="list-style-type: none"> <li>→ Participates in oral interactions in English</li> <li>→ Builds a personal language repertoire and an inventory of strategies</li> <li>→ Constructs meaning of the message</li> </ul> <p><u>Related Content:</u></p> <ul style="list-style-type: none"> <li>→ Language Repertoire (Functional language, Vocabulary, Language Conventions, Grammar)</li> <li>→ Communication Strategies</li> <li>→ Learning Strategies</li> </ul> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>→ Participation in oral interaction</li> <li>→ Production of message (content and articulation)</li> <li>→ Use of strategies and resources*</li> <li>→ Proficiency of subject-specific knowledge targeted in the program:               <ul style="list-style-type: none"> <li>○ language repertoire</li> <li>○ strategies and resources*</li> </ul> </li> </ul> <p><i>* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.</i></p>	<ul style="list-style-type: none"> <li>→ Helps students acquire basic English oral communication skills that will be useful in everyday life.</li> <li>→ Is a linguistic model</li> <li>→ Speaks English at all times and encourages students to do the same</li> <li>→ Fosters a community of learners</li> <li>→ Focuses mainly on students' development of C1</li> <li>→ Encourages student participation</li> <li>→ Establish a climate of trust in the classroom</li> <li>→ Provide students with support</li> <li>→ Teaches strategy and resource use</li> <li>→ Provides feedback (including focus on form)</li> <li>→ Helps students build a repertoire of resources (functional language)</li> <li>→ Encourages students to take risks</li> <li>→ Fosters interaction and cooperation</li> <li>→ Encourages students to participate actively</li> <li>→ Creates a linguistically and culturally rich learning environment</li> <li>→ Motivates students</li> <li>→ Provides students with frequent opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>→ Actively participate in oral interaction activities</li> <li>→ Express themselves on various topics related to their experiences and interests</li> <li>→ Develop their ability to get along in English in everyday situations</li> <li>→ Build a personal language repertoire of functional language, vocabulary, language conventions and grammar</li> <li>→ Learn and use effective communication and learning strategies</li> <li>→ Develop their ability to use social conventions, to give and to receive information, to understand instructions, to ask for help, and to express their ability to do something.</li> <li>→ Must be able to initiate interaction, maintain it and end it in an appropriate manner</li> <li>→ Engage in brief interactions using functional language adapted to the situation.</li> <li>→ Reflect on social conventions associated with successful interaction as well as language and strategy use.</li> <li>→ Pay attention the other speaker</li> <li>→ Use cues to understand the</li> </ul>

	interact orally in English	other speaker (familiar words, context, reformulation, intonation, nonverbal language) → Try to use pronunciation that does not impede understanding. → Frequent opportunities to interact with peers in English
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## Part 4: Inventory of Resources

### **Suggestions from the Pework Training ESL Program**

- Linguistic and cultural resources (*e.g. posters depicting various occupations, banks of functional language, magazines, brochures, students' texts that are displayed in class, personal information forms, job applications*)
- Sources of entertainment in the English media (*e.g. videoclips, teen magazines, advertisements, documentaries*)
- Examples of popular texts: cartoons, comic strips, movie trailers, e-mails, greeting cards, invitations, letters, postcards, posters, songs, videoclips, advertisements, stories on videos, teen magazines, recorded texts and Websites.
- Examples of information-based texts: advertisements, atlases, print or online dictionaries, directions, catalogues, documentaries, encyclopedias, guides, instructions, labels, magazines, textbooks, maps, menus, messages, newspapers, multimedia presentations, questionnaires, schedules, surveys and Websites

### **Official Documents MELS Website**

- *ESL Pework Training Program*:  
<http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/programme-de-formation-de-lecole-quebecoise-parcours-de-formation-axee-sur-lemploi-domai/>
  - [Formation préparatoire au travail - Anglais, langue seconde](#)
  - [Formation préparatoire au travail - English as a Second Language](#)
- *Pework Training Framework for the Evaluation of Learning*:  
<https://www7.mels.gouv.qc.ca/DC/evaluation/index.php?page=formationAxeeEmploi>
  - [Anglais, langue seconde, version française](#)
  - [Anglais, langue seconde, version anglaise](#)

### **Resources from [eslinsight.qc.ca](http://eslinsight.qc.ca)**

- Secondary/Resources/Handbooks
  - FAQ About Vocabulary and Functional Language
  - Response Process
- Secondary/Resources/Posters
  - Functional Language
  - Prompts for Processes
  - Strategies
- Secondary/Resources/The Use of English in the ESL Classroom
  - Tools