

Progression of Learning at the Secondary Level

English as a Second Language Core Programs

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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, Core Programs

Introduction

The Progression of Learning for the Secondary Cycle One and Cycle Two English as a Second Language (ESL) Core 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 ESL programs: Culture, Language Repertoire, Strategies, Processes and Texts. This document is a supplement to the ESL 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 rich learning environment in which they have access to a variety of human and material resources.

The secondary-level ESL programs build on the knowledge that students acquired at the elementary level. These 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 ESL competencies.

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. 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, Core Programs

Culture

In the Secondary Cycle One and Cycle Two Core ESL programs, the Culture section consists of the aesthetic, sociological and sociolinguistic aspects. These aspects encompass the beliefs, values, traditions, customs and artifacts of English-language cultures. Experiencing culture enhances students' learning of the English language and contributes to the 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. Throughout the secondary level, students continue to explore and 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. Students compare their own culture with that of others in order to discover similarities and differences and to develop a better understanding and appreciation of their own culture and of different English-language cultures.

Incorporating the different aspects of culture into the ESL 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.	Elementary	Secondary				
		Cycle One		Cycle Two		
E: The letter E shows links between the elementary- and secondary-level ESL programs.						
A. Aesthetic Aspect (i.e. cultural products such as cinema, literature, music, media that represent English-language cultures)		1	2	3	4	5
a. Explores cultural products from English-language cultures	E	→	→	→	→	→
b. Compares cultural products from English-language cultures with own culture		→	→	→	→	→
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 daily life practices from English-language cultures with own culture		→	→	→	→	→
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	→	→	→	→	→
b. Compares communication conventions from English-language cultures with own culture		→	→	→	→	→

English as a Second Language, Core Programs

Language Repertoire

In the Secondary Cycle One and Cycle Two Core ESL programs, the Language Repertoire section consists of three elements essential to the development of students' linguistic competence in English: functional language, vocabulary and language conventions. This knowledge enables students to communicate effectively 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, students continue to develop their language repertoire with support from human resources (e.g. *teacher, peers*) and material resources (e.g. *functional language posters, word banks, grammar references, dictionaries*).

A. Functional Language

In the secondary-level Core ESL 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.

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. In Secondary Cycle One, functional language allows students to meet a variety of communicative needs when participating in classroom life in English and carrying out tasks that often deal with familiar topics. In Secondary Cycle Two, students use more varied functional language to fully take part in classroom life, and to carry out tasks that deal with increasingly complex and abstract topics.

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. Student reinvests knowledge.	Elementary	Secondary				
		Cycle One		Cycle Two		
		1	2	3	4	5
A. Functional Language						
1. Social conventions						
a. Greets and responds to greetings (e.g. <i>How are you? Not so bad, and you? What's new?</i>)	E					
b. Takes leave (e.g. <i>Take care! See you later! I have to go.</i>)	E					
c. Uses expressions of courtesy (e.g. <i>Please. Thank you very much! You're more than welcome.</i>)	E					
d. Begins/ends telephone exchanges and uses voice mail (e.g. <i>Hello, I'm calling about..., Thank you for calling. Please leave a message after the beep.</i>)		→	★			
2. Apologies						
a. Apologizes and responds to apologies (e.g. <i>I apologize. Sorry, I didn't mean to..., Don't worry about it.</i>)	E					
3. Politely interrupting a conversation						
a. Interrupts a conversation politely (e.g. <i>Excuse me. Sorry to interrupt, but..., Before you continue...</i>)		→	★			
4. Identification and description						

a. Describes basic characteristics of people, animals, objects, places (e.g. <i>He looks..., This is a..., She is very intelligent.</i>)	E					
b. Asks about people, animals, objects, places (e.g. <i>Who are they? Where is it? What's your...?</i>)	E	→	★			
c. Describes events, experiences, ideas and issues (e.g. <i>This is about..., It was the best day of my life because...</i>)		→	→	→	★	
d. Asks about events, experiences, ideas and issues (e.g. <i>What does it look like? Can you tell me more about...</i>)		→	→	→	★	
5. Stalling for time and fillers						
a. Indicates that more time is needed to figure out what to say and how to say it (e.g. <i>Just a minute. Wait a second. Let me think.</i>)	E					
b. Fills in pauses to maintain exchanges (e.g. <i>I mean..., You know..., Well...</i>)		→	★			
6. Rejoinders and connectors						
a. Invites other speakers to contribute to exchanges and to maintain interaction (e.g. <i>What about you? Are you sure? What's your point of view?</i>)	E	★				
7. Warnings						
a. Gives warnings (e.g. <i>Watch out! Be careful! You'd better not...</i>)	E					
8. Agreement/disagreement						
a. Expresses agreement/disagreement (e.g. <i>Me too. I don't think so. We don't agree with...</i>)	E					
b. Asks if others are in agreement/disagreement (e.g. <i>Do you agree? Who disagrees? Are you okay with...?</i>)	E	★				
9. Opinions						
a. States opinions (e.g. <i>In my opinion..., I think that..., I'm for/against...</i>)	E	→	★			
b. Asks for others' opinions (e.g. <i>What do you think? What's your opinion? Is he for or against...?</i>)	E	→	★			
c. Supports opinions (e.g. <i>I believe this because..., For example..., Based on the text...</i>)		→	→	→	★	
d. Asks others to support their opinions (e.g. <i>Why do you say that? Why are you against...? What are your arguments?</i>)		→	→	→	★	
10. Capabilities						
a. Expresses capabilities (e.g. <i>He's good at..., They are unable to..., I can/can't...</i>)	E	★				
b. Asks about capabilities (e.g. <i>Do they know how to...? Can it...? Are you good at...?</i>)	E	→	★			
11. Feelings						
a. Expresses feelings (e.g. <i>I'm thrilled. She feels..., They're happy.</i>)	E	★				
b. Asks about others' feelings (e.g. <i>How do you feel about...? Are you okay? Why is she sad?</i>)	E	→	★			
12. Interests, tastes and preferences						
a. Expresses interests, tastes and preferences (e.g. <i>They like..., I can't stand..., She prefers...</i>)	E	★				
b. Asks about others' interests, tastes and preferences (e.g. <i>Which would you prefer? What's your favourite...? Why do you like...?</i>)	E	→	★			
13. Decision/indecision						

a. Expresses decision/indecision (e.g. <i>I decided that..., We choose this one. I'm not sure about this.</i>)		→	★				
b. Asks about others' decision/indecision (e.g. <i>What have you decided? Have you made up your mind? What's your decision?</i>)		→	★				
14. Permission							
a. Asks for permission (e.g. <i>May/Can I...? Do you mind if...? Is it all right if...?</i>)	E						
b. Gives/refuses permission (e.g. <i>Yes, go ahead. No you can't. Sure, no problem.</i>)		★					
15. Advice and feedback							
a. Gives advice and feedback (e.g. <i>Why don't you try..., If I were you, I would..., You could...</i>)		→	→	★			
b. Asks for advice and feedback (e.g. <i>What would you do? Could you give me your feedback on this? Would you have a look at ...?</i>)		→	→	★			
16. Instructions and classroom routines							
a. Participates in classroom life (e.g. <i>Write this down. I would like to work with..., How was your weekend?</i>)	E						
17. Help/assistance							
a. Asks for help/assistance (e.g. <i>How do you write...? How would you do this? Can you help me with...?</i>)	E						
b. Accepts or declines offers of help/assistance (e.g. <i>No thanks. Sure, that's fine. Yes, I'll help you.</i>)	E						
c. Offers help/assistance (e.g. <i>Do you want me to help you? I can help you with..., Let me give you a hand.</i>)	E	→	★				
18. Needs							
a. Expresses needs, wants and obligations (e.g. <i>They need..., I really want..., We must...</i>)	E	★					
b. Asks about needs, wants and obligations (e.g. <i>What do they need? What does she want? What do we have to do?</i>)	E	→	★				
19. Requests for information							
a. Asks information questions (e.g. <i>Who/What/Where/When/Why/How...? Does he...? Can they...? Are you...?</i>)	E	→	→	★			
20. Clarification							
a. Asks for clarification (e.g. <i>Could you repeat, please? Can you say that another way? What does... mean?</i>)	E						
b. Offers clarification (e.g. <i>What I said was..., Let me explain..., I mean...</i>)		→	★				
21. Suggestions							
a. Makes suggestions (e.g. <i>Let's..., Maybe you should..., Why don't we...?</i>)	E	★					
b. Asks for suggestions (e.g. <i>Should I...? What do you suggest? Do you have a suggestion?</i>)		→	★				
22. Invitations							
a. Invites others (e.g. <i>Let's go to..., Would you like to...? Do you want to join us?</i>)	E	★					
b. Accepts or refuses invitations (e.g. <i>Yes, I'd love to! I can't make it. Sounds good to me.</i>)	E	★					

23. Teamwork and encouragement					
a. Contributes to teamwork and harmonious exchanges (e.g. <i>Do you want to be on our team? Interesting idea! Good work!</i>)	E	★			
24. Discourse markers					
a. Uses discourse markers to link ideas (e.g. <i>Then..., Next..., On the other hand...</i>)		→	→	★	
25. Goal setting					
a. Sets short- and long-term learning goals (e.g. <i>I will watch an English TV program tonight. By the end of the year, I will..., This year, I want to improve...</i>)			→	★	
26. Reflecting					
a. Shares reflections about learning (e.g. <i>I was able to understand this text because..., I used this strategy to..., I learned...</i>)			→	★	

B. Vocabulary

In the secondary-level Core ESL programs, vocabulary is acquired in context. Teachers target words that students need to participate in classroom life and to carry out meaningful learning and evaluation situations.

At the elementary level, students developed a repertoire of vocabulary related to their immediate environment and needed to carry out tasks. At the secondary level, students continue to 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. In Secondary Cycle One, students continue to build vocabulary when carrying out tasks that deal with familiar themes (e.g. *leisure activities*) and topics of a broader scope (e.g. *social responsibilities*). In Secondary Cycle Two, students expand their vocabulary as they explore increasingly complex topics (e.g. *freedom*).

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						
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge.	Elementary	Secondary				
		Cycle One		Cycle Two		
E: The letter E shows links between the elementary- and secondary-level ESL programs.						
B. Vocabulary		1	2	3	4	5
a. Uses targeted vocabulary related to the immediate environment such as classroom, home, community (e.g. <i>stapler</i>)	E					
b. Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, jobs (e.g. <i>sports equipment</i>)	E	→	★			
c. Uses targeted vocabulary related to issues inspired by the broad areas of learning: – Health and Well-Being (e.g. <i>hygiene</i>) – Personal and Career Planning (Cycle 1) / Career Planning and Entrepreneurship (Cycle 2) (e.g. <i>occupations</i>) – Environmental Awareness and Consumer Rights and Responsibilities (e.g. <i>pollution</i>) – Media Literacy (e.g. <i>copyrights</i>) – Citizenship and Community Life (e.g. <i>democracy</i>)	E	→	→	→	→	→

d. Uses targeted vocabulary related to the development of the cross-curricular competencies: <ul style="list-style-type: none"> – Uses information (e.g. <i>source</i>) – Solves problems (e.g. <i>solution</i>) – Exercises critical judgment (e.g. <i>viewpoints</i>) – Uses creativity (e.g. <i>trial and error</i>) – Adopts effective work methods (e.g. <i>process</i>) – Uses information and communications technologies (e.g. <i>networks</i>) – Achieves his/her potential (e.g. <i>autonomy</i>) – Cooperates with others (e.g. <i>teammates</i>) – Communicates appropriately (e.g. <i>audience</i>) 	E	→	→	→	→	→
e. Uses targeted vocabulary related to communication and learning strategies (e.g. skim: <i>quick read</i>)	E	→	→	→	★	
f. Uses targeted vocabulary related to the response, writing and production processes (e.g. response process: <i>exploring, connecting, generalizing</i>)		→	→	★		
g. Uses targeted vocabulary related to language conventions (i.e. intonation, pronunciation and grammar) (e.g. talk: <i>silent letter 'l'</i>)	E	→	→	★		
h. Uses targeted vocabulary related to texts (e.g. text components: <i>subtitles</i>)	E	→	→	→	★	

C. Language Conventions

In the secondary-level Core ESL 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 knowledge when carrying out meaningful tasks with the support of resources (e.g. *peers, grammar references, verb lists*).

The secondary-level Core ESL 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 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

<p>→ Student constructs knowledge with teacher guidance.</p> <p>★ Student applies knowledge by the end of the school year.</p> <p>Student reinvests knowledge.</p> <p>E: The letter E shows links between the elementary- and secondary-level ESL programs.</p>	Elementary	Secondary				
		Cycle One		Cycle Two		
		1	2	3	4	5
C. Language Conventions						
1. Intonation and pronunciation						
a. Uses rising and falling voice pitch to convey meaning <i>(e.g. rising voice pitch to express surprise: It's snowing?↑)</i>	E	→	★			
b. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life <i>(e.g. Wednesday: \ 'wenz-dayl)</i>	E	→	★			
c. Uses appropriate stress and pronunciation for targeted words to carry out tasks <i>(e.g. Chocolate: \ 'chä-clate)</i>		→	→	→	→	→
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	→	→	→	→	★

English as a Second Language, Core Programs

Strategies

In the Secondary Cycle One and Cycle Two Core ESL 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. Students broaden their inventory of strategies in a progressive way through teacher modelling, guided practice and independent use.

At the elementary level, students developed a repertoire of communication and learning strategies. Throughout the secondary level, they add new strategies to their inventory. In Secondary Cycle One, students use a variety of strategies and reflect on the efficiency of their use. In Secondary Cycle Two, students manage an inventory of communication and learning strategies more autonomously (i.e. they 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						
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge.	Elementary	Secondary				
		Cycle One		Cycle Two		
E: The letter E shows links between the elementary- and secondary-level ESL programs.						
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 self-evaluation means to reflect on the effectiveness of a specific communication strategy (e.g. self-evaluation grid, class discussion)	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. 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 short- and long-term goals for learning English				→	★	
2. Self-regulation of metacognitive strategies						
a. Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy (e.g. self-evaluation grid, class discussion)	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						
1.1. 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 speak 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						
a. Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy (e.g. self-evaluation grid, class discussion)	E	→	→	★		

b. Manages an inventory of cognitive strategies: <ul style="list-style-type: none"> – 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 self-evaluation means to reflect on the effectiveness of a specific social/affective strategy (e.g. <i>self-evaluation grid, class discussion</i>)	E	→	→	★		
b. Manages an inventory of social/affective strategies: <ul style="list-style-type: none"> – 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, Core Programs

Processes

In the Secondary Cycle One and Cycle Two ESL 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 recursive phases in which students are free to go back and forth between the phases to make adjustments. Throughout the secondary level, students cooperate and construct learning together in order to use and adapt the three processes according to their needs and learning styles, and the task at hand.

A. Response Process

In the secondary-level Core ESL programs, the response process allows students to construct 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. Students use different strategies to construct meaning of texts throughout the entire response process. They also integrate others' feedback and leave traces of their understanding by recording information and thoughts through various means (e.g. *annotations in a response journal, filling out a graphic organizer, making a semantic map*).

Although there is no response process in the elementary-level ESL programs, students learned to construct meaning of texts with teacher support, compared their own experience with the reality presented in texts and expressed their appreciation of texts. Secondary Cycle One 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) of texts. Secondary Cycle Two students use the response process with more confidence to construct a deeper 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						
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge.	Elementary	Secondary				
		Cycle One		Cycle Two		
		1	2	3	4	5
A. Response Process						
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	→	★				
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 deepen understanding		→	→	→	★	

B. Writing Process

In the secondary-level Core ESL 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). The writing process requires students to use various strategies, and relies on cooperation and discussion between the student, peers and the teacher.

At the elementary level, students were introduced to writing as a process and wrote a variety of well-structured texts using provided models. Secondary Cycle One students are initiated to the writing process in order to write a variety of personalized, well-structured texts. Secondary Cycle Two students are better able to use the writing process confidently in order to write more elaborate texts. Before engaging in the writing process, Secondary Cycle Two students deconstruct model written texts by comparing similarities and differences and recognizing patterns in the internal features (i.e. topic/information, language, text components) and external features (i.e. audience, purpose, culture).

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						
→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year. Student reinvests knowledge.	Elementary	Secondary				
		Cycle One		Cycle Two		
E: The letter E shows links between the elementary- and secondary-level ESL programs.		1	2	3	4	5
B. Writing Process						
1. Before engaging in the Writing Process :						
a. Identifies text components in model written texts	E	→	★			
b. Deconstructs model written texts				→	★	
2. Preparing to Write Phase						
a. Brainstorms topic and ideas with others	E	→	★			
b. Researches topic	E	→	★			
c. Considers purpose and audience	E	→	★			
d. Selects appropriate language (e.g. vocabulary, level of formality)	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. Adjusts outline		→	→	→	★	
4. Revising Phase						
a. Shares draft with others for feedback	E	→	→	→	★	
b. Assesses how well draft achieves intended purpose and reaches audience	E	→	→	→	★	
c. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft	E	→	→	→	★	
5. Editing Phase						
a. Shares draft with others for feedback	E	→	→	→	★	
b. Corrects grammar errors to improve draft	E	→	→	→	★	
c. Writes final copy	E	→	→	→	★	
d. Uses self-evaluation means to reflect on process and final version of written text (e.g. self-evaluation grid, class discussion)	E	→	→	→	★	
6. Publishing Phase (optional)						
a. Shares polished copy with intended audience	E	→	★			

C. Production Process

In the secondary-level Core ESL programs, the production process allows students to produce media texts (e.g. *computer presentations, podcasts, short films*). 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. The production process relies on cooperation and discussion as students negotiate ideas and make decisions with the members of their production team, and requires the use of various strategies.

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*). Secondary Cycle One students are initiated to the production process in order to create different media texts. Secondary Cycle Two students are better able to use the production process and choose the medium, tools, strategies and resources that best suit the task at hand. Before engaging in the production process, Secondary Cycle Two students deconstruct model media texts by comparing similarities and differences and recognizing patterns in the internal features (i.e. topic/information, language, text components) and external features (i.e. audience, purpose, culture). In some instances, the writing process may be used during the production process (e.g. *writing a script for a short film*).

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						
→ Student constructs knowledge with teacher guidance.	★ Student applies knowledge by the end of the school year.	Student reinvests knowledge.	Secondary			
			Cycle One	Cycle Two		
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 model media texts			→	★		

b. Deconstructs model media texts				→	★			
2. Preproduction Phase								
a. Plans media text with team members				→	★			
b. Brainstorms topic and ideas with others				→	★			
c. Researches topic				→	★			
d. Selects medium and corresponding media conventions (e.g. poster: <i>catchy title, slogan, large photo</i>)				→	★			
e. Selects appropriate language (e.g. <i>vocabulary, level of formality</i>)				→	★			
f. Targets purpose, audience and culture				→	★			
g. Writes a focus sentence				→	★			
h. Constructs outline of media text (e.g. <i>storyboard</i>)				→	★			
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				→	→	→	★	
b. Uses self-evaluation means to reflect on process and final version of media text (e.g. <i>self-evaluation grid, class discussion</i>)				→	→	→	★	

English as a Second Language, Core Programs

Texts

In the Secondary Cycle One and Cycle Two ESL 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. Students listen to, read and view a variety of authentic texts (i.e. texts that reflect natural speech or writing as used by native speakers of English). Students also write and produce texts for different audiences and purposes. Through a variety of formats (e.g. *print, audiovisual, digital*), students explore the three following text types: popular (e.g. *comic strips, teen magazines*), literary (e.g. *biographies, plays*) and information-based (e.g. *dictionaries, news broadcasts*).

At the elementary level, students explored popular, literary and information-based texts and constructed meaning of texts using text components. At the secondary level, students broaden their knowledge of texts that correspond to their age, interests, and English language development and that deal with topics that are increasingly complex and abstract. Secondary Cycle One students construct meaning of texts through their text components (e.g. *titles, illustrations, setting, graphs*). Secondary Cycle Two students continue to investigate texts through their internal features (i.e. topic/information, language, text components) and external features (i.e. audience, purpose, culture).

Working with texts 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.	Elementary	Secondary				
		Cycle One		Cycle Two		
E: The letter E shows links between the elementary- and secondary-level ESL programs.						
A. Text Types		1	2	3	4	5
a. Explores a variety of authentic popular, literary and information-based texts	E	→	→	→	→	→
B. Text Components		1	2	3	4	5
a. Uses text components to construct meaning when listening to, reading and viewing texts	E	→	★			
b. Applies knowledge of text components to write and produce texts	E	→	★			
C. Text Features		1	2	3	4	5
a. Uses text features to construct meaning when listening to, reading and viewing texts				→	★	
b. Applies knowledge of text features to write and produce texts				→	★	