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Faculty of Education, Psychology and Social work

Elementary Education Teaching Degree

INTENSIVE EXPOSURE TO ENGLISH LANGUAGE

An organizational proposal adapted to the

Catalan Elementary Education system

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ABSTRACT

AUTORA	– HELENA COBOS RIUS
TÍTOL DEL TREBALL	– Exposició intensiva a la llengua anglesa. *Proposta d'adaptació organitzacional al sistema d'Educació Primària català.* – Intensive Exposure to English language. *An organizational proposal adapted to the Catalan Elementary Education system.*

PARAULES CLAU

– Québec, Lingüística, Exposició, Intensiva, Anglès llengua estrangera, Organització, Adaptació, Millora, Adquisició lingüística, Comunicació oral, Viabilitat.
– Quebec, Linguistic, Exposure, Intensive, English second language, Organization, Adjustment, Improvement, Language acquisition, Oral communication, Viability.

Aquest document és fruit d'un procés de recerca sobre les experiències que es duen a terme a Québec a l'escola Primària, on els alumnes de l'últim any es veuen exposats de manera intensiva a l'anglès com a llengua estrangera. Arran de la descoberta d'aquest model organitzatiu com a mesura de millora de l'adquisició i domini de la llengua a la regió Canadenca, es formula la hipòtesis : El programa d'anglès intensiu del Québec es pot adaptar a l'organització curricular de l'escola Primària catalana.

Per respondre a aquesta afirmació, es realitza un estudi de compatibilitat horària segons el què estipula el Currículum de Primària i les bases teòriques sobre l'exposició intensiva a una llengua. Un cop confirmada la hipòtesis, es duu a terme una proposta d'adaptació organitzacional en base a les experiències, estudis i recerca realitzats fins ara. La proposta és avaluada per mestres d'anglès i una investigadora de l'àmbit de recerca.

This document is fruit of a research process about the experiences carried out in the Elementary School in Quebec, where the students from grade 6 receive an intensive exposure to English second language. Due to the discovery of this organizational model as an improvement measure of English language's knowledge and acquisition, the following hypothesis is formulated: The Quebec's Intensive English Program is adaptable to the Elementary Catalan curriculum's organization.

To answer this statement, a schedule's compatibility study is developed, according to the Elementary Catalan curriculum and the theoretical basis of the language intensive exposure. After supporting the hypothesis, a proposal of a possible organizational adjustment is designed based on the experiences, studies and research done so far. The proposal is assessed by English teachers and a professional researcher from the field.

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1. INTRODUCTION

"Speech distinguishes man from the animals." (Rousseau quoted by Scott, 1998) Since its apparition on the Earth, human beings have searched different ways to communicate with their environment and fellow men. Step by step, they have developed capacities to improve and optimize the communicative situations which they are part of. Languages are the result of human's social dimension and they respond to each community needs. Thus, each group of individuals has developed its own full-formed complex language (Allot, 2012).

Apparently, this fact might not be much related to the investigation presented in this document but, since those communities [with their different languages] have always faced with the need to understand each other in order to supply their demands, to talk about a "world" language or "universal" language starts to make sense. Even if it is a controversial topic, in terms of identifying which is the language which holds this distinction, there is nothing new under the Sun. Like it or not, English language is currently one of the most spoken and spread languages in the world and the key to get better lifestyle opportunities, enter into the labour and economic system anywhere in the planet and be part of the global conversations and matters that surround us (Walker, 2009). Consequently, it is understandable that English has become the second learnt language in all the non-native English countries in the world.

This being explicitly stated, I would like to present the subject of the study, which is a comparison of both English language contextual situation and Elementary School English Programs in Quebec and in Catalonia. As it is going to be presented later, both contexts share similarities in means of identity and language heritage and they both conceive the English language as a Second language. Nevertheless, both curriculums have been conceived differently. That is the reason why both official programs are going to be analysed and compared in means of organisation and competences in order to expose the main similarities and differences.

So, in order to better understand the reality of both context, during the first part of the research I am going to be presenting and exposing the theoretical background of both political linguistic contexts - mainly concerning the English language - and both curriculum programs of the English language in means of competencies.

On the other hand, taking advantage of my stay in Quebec and the proximity to the schools' reality, an innovative strategy to improve the learning of English Second Language [ESL] called *Intensive English* in Elementary public francophone schools in Quebec is going to be introduced and analysed. The objective of this second part is to study the possibility of adapting this methodology to the Catalan Elementary curriculum. Thus, it is important to previously study the situation of the English language in Catalonia and the organisation of the Catalan curriculum.

The second part of the research is meant to conceive an Intensive English adaptation which is going to be founded and supported by contextual analyses, already done studies concerning *Intensive English* in Quebec and the comparison of both contexts and curriculums. Afterwards, the proposal is going to be presented and exposed to a Catalan school board in order to receive constructive, objective and real feedback about the viability and coherence of the idea.

Even if, in general means, this project is a theoretical research, it also involves experimental phases in which the searcher is meant to develop practical, organisational, pedagogical and didactical skills.

Mainly, this research project departs from the general hypothesis: The Quebec's Intensive English Program is adaptable to the Elementary Catalan curriculum. This hypothesis has born from my exchange experience in the University of Quebec in Trois-Rivières and the possibility to know and work with the Quebec's Elementary English Program as well as the chance to come across with the program which is presented in this document.

Briefly, after having started didactic courses at the University, I discovered the peculiarity of the curriculum's organisation. Moreover, before starting my first research about the subject, I had the opportunity to talk with some classmates who attended intensive English classes in Primary School. They reported that it was a great experience and it made me more curious about it. Also, once I had started to look for further information and documentation I had the chance to interview English teachers and university professors who worked with [and they still do] the program. All these facts and my contact with this reality have inspired and motivated me to start up this research.

Finally, as Catalan and future English teacher, I feel that it is my responsibility to look for the improvement of the English learning and teaching process in my nearby context. That is why this investigation goes further than the merely theory and it seeks to present a different way to conceive the ESL in Primary Schools. Even if this proposal finds its inspiration in the Quebec's program, it is thought to be regarded as an appropriation of the Catalan system in order to improve the communicative language skills [in English] in Primary School in the future.

2. THEORETICAL FRAMEWORK

2.1. Political linguistic and educational system context in Quebec and Catalonia concerning the English language

2.1.1. Political linguistic context in Quebec and Catalonia

Before starting my exchange in Quebec, I thought about which would be the political linguistic situation there - without searching further information - and the first concept that came to my mind was "Bilinguism". Nevertheless, the pre-established idea that in Quebec people spoke either English or French rapidly disappeared when I moved there and I confirmed that life was francophone and that English was not as present in daily life as I imagined.

Historically, the region of Quebec was first discovered and later inhabited by French explorers over the end of the 16th century. They got in contact with the Native communities that already inhabited the lands (Dickinson and Young, 2008) and they started to construct a larger colony taking advantage of the fur market in Europe. By the second half of the 18th century, British tropes were sent to Canada - specially to Quebec - in order to invade the region. By the end of that century, Quebec was no longer a French colony and French Canadians started to cohabitate with British conquerors. (Bélanger, 2014) That was the time when both languages met in the region.

The coexistence was not easy. After the Conquest, French Canadians - mostly Catholics - worried about the increasing presence of British - mostly Protestant - and language started to be a religious and political matter (Harvey in VVAA, chapter 6, non identified). Some attempts of English assimilation were conducted by British conquerors but French Canadians were resistant to adopt their language and culture and they continued speaking and defending French.

The situation between the colonies and the population was tense. Therefore, as the Province of Canada grew more prosperous and developed socially and industrially, the internal rivalries increased. Finally, due to some riots and conflicts between the

regions which happened between 1760 and 1850 and the fear of a possible United States' invasion and further domination, the representatives of the different regions of the Province of Canada - the British North America - together with Britain's government agreed - after some meetings and discussions - the coalition of the regions. This was called The Confederation and it happened in 1867.

Joining the Confederation was supposed to give French language and population a true legal and political status as well as to better integrate the region of Quebec - known as East Canada -. Unfortunately, it was not the case. "Given the increasing dominance of English, the French language weakened and was devalued: it put up a passive resistance, survived and struggled along but did not have the strength to liberate itself." (VV.AA, non identified: 3). Moreover, as the professor Fernand Hervey reminds:

> "Towards the end of the nineteenth century, it became increasingly clear that the survival of French was under threat, not only because of the rebuffs and setbacks which it suffered for political reasons in the Anglophone provinces, but also because of the economic transformations caused by industrialization and urbanization." (Harvey in VVAA, chapter 6, non identified:11)

It was not until the 1960' that things started to change. Some initiatives in favour of French at the Federal level begun to appear. By the end of the 60' the Federal government adopted French as an official language and it passed an act in which provinces were given rights and jurisdiction over education.

Afterwards, by the end of the 70's, the Quebec's National Assembly leaded by the *Parti Québecois* adopted the Charter of the French Language - commonly known as the Bill 101 -. This regional bill - which is still valid - seeks to protect and promote French in all the social, economical, political and educational spheres in the region. Specifically, regarding education, this bill limits access to English language schools only to children whose parents went to an English school in Quebec, children with learning difficulties - if their parents ask for English schooling - and children who are temporary in Quebec. On

the other hand, it blocks access to English schools to all new immigrants and the francophone population of the region (MELS, 2015).

Furthermore, the Charter states that French is the language of instruction until the end of secondary education and that none can receive a diploma after high school if the targeted level of oral and written French is not reached (MELS, 2015). Thus, all the subjects - except English - must be taught in French.

In this point of the subsection, with the hope that the reader has a general and clear idea about the linguistic situation in Quebec, I am going to introduce the Catalan political and linguistic context from the beginning of the 21st century.

The reader may not know that from 1939 until 1975, Spain was governed by the dictator Francisco Franco. That situation did not affect the presence of the foreign languages at school - mainly French - but it did prevent Catalan schools from teaching in Catalan or teaching the language itself (Pacheco, 2015). It was not until the Educational Reform in the 70's that the Spanish Government recognized the official presence of the "native" languages of the country in the Educational System and at schools.

After Franco's death in 1975, Catalonia - and the other Spanish communities - recovered its Government (La Generalitat) and it could write and pass some bills to protect and encourage the use of the Catalan language at Primary schools as well as to return to normality the presence of the Catalan language in the administration and the media. Furthermore, after a decade, getting the inspiration from francophone immersion experiences in Quebec, the Catalan government promoted a new linguistic model based on the immersion of the children into the Catalan language at school. That meant exposing children to Catalan language in different spheres of influence and establishing Catalan as the educational *lingua franca.* (Gomà and Subirats, 2001)

By the end of the 21st century, the Spanish government had adopted a new Constitution [1978] and another National Educational Reform called LOGSE [1990]. Regional Communities in Spain - like Catalonia - gained legislative competencies in

means of education and civil rights - among others -. On the other hand, the regional languages - Catalan, Basque and Galician - were protected by law and integrated officially in the National Curriculum (Gomà and Subirats, 2001). Nevertheless, the Catalan government continued worrying about the language status and other identity issues and it kept on passing bills which would constitute the Catalan Constitutional Act known as *Estatut d'Autonomia.*

The Catalan Parliament adopted this Act in 2006. It stated that Catalan was the Catalonia's official language together with Spanish. It also specified that Catalan was the language of instruction and the commonly used in the Catalan administration (Pacheco, 2015). This might not seem related to the presence of English in the Catalan educational system but it does. The *Estatut d'Autonomia* - together with a National Agreement for Education of all the parties present in the Catalan Parliament - was the basis of the current Catalan Education Act (2009).

2.1.2. Quebec's and Catalonia's education system context concerning English language

Hopefully, after this quick but concise historical review of the province's political linguistic context, the reader has been able to better understand the current linguistic situation in Quebec. Nevertheless, some key ideas related to the Quebec's Education System in relation with the English language will be introduced right after (García and Baker, 1995), (CSE, 2014):

- English and French are both official languages of Canada for all purposes of the Parliament and Government of Canada. Canadians have access to services provided by the federal Parliament or Government in English or French anywhere. Canada is institutionally bilingual.

- The objective of the Quebec's educational system is not to make children bilingual but to give them the tools and strategies to communicate using a second language. The

State must led people acquire a functional knowledge of English and the opportunity to start learning a third language.

- The English immersion or CLIL is forbidden by law (the Bill 101) in Francophone schools receiving Government's funding.

Finally, the reader should know that until the beginning of the 21st century, there existed two school systems in Quebec; the French catholic and the English protestant. Also, in some regions and schools outside Quebec, teaching the French language was forbidden (García and Baker, 1995).

On the other hand, it is not without surprise that I have discovered that English language was present at the Spanish Education System - legally - before than the Catalan language did. Paradoxically, Spain is a country in which different languages coexist: Catalan, Basque, Castilian and Galician but it is also a country which has had - and it still has - difficulties admitting and integrating this variety of languages and identities in the legal/governmental level. (Pacheco, 2015).

Nevertheless, the presence of the foreign languages has never been such a controversial issue in means of introduction in the educational system. Since the beginning of the 20st century, students aged eight years old started to take French compulsory courses and from the end of the 1930's, maintaining the French compulsory courses, English and German were introduced as optional foreign languages to study in the sixth and seventh level of the secondary education - where students were aged 16 and 17. (Morales, Arrimadas, Ramírez, López and Ocaña, 2000)

Even if the English language was present in Secondary school, it was not until the 1970's - due to the General Educational Reform - when it [English] became the most common foreign language taught at Primary schools, normally after the 5th year and during three hours a week - Basic Education was organized in eight years, starting at the age of 6 and finishing at the age of 14 -. (Morales, Arrimadas, Ramírez, López and Ocaña, 2000)

As I have mentioned before, due to the new Spanish Constitution in 1978 and the adoption of the *Estatut d'Autonomia,* Catalonia could write and enact The Catalan Education Act [LEC] which established the immersion linguistic model as the official one in all the Catalan schools. Children would be taught in Catalan - unless in Spanish and English courses -, school boards would be given autonomy to adopt their own programs according to schools' needs and contexts and the government would have the power to decide the number of language hours in the Official Curriculum. The interesting fact is that due to the previously mentioned National Agreement for Education, the Catalan Education Act is devised to avoid future amendments, providing Catalonia with a permanent and stable educational system which protects and promotes the regional language (Pacheco, 2015).

Having all this said, I would like the reader to be aware of the Act's significance related to the English language teaching and learning in Primary Catalan Schools.

First, it states the student's right to be introduced to a foreign language [mainly English] since the second cycle of Kindergarten and to be taught that second language during all the Primary Education seeking the acquisition of the reading, speaking, writing and listening skills (LEC, 2009).

Second, it gives the school boards the responsibility/right to adapt and organize the compulsory hours devoted to languages according to their needs. (LEC, 2009). That means that the Catalan Government pre-establishes certain hours to devote to each subject in the Primary Education but that the schools - through their Educational Project - are the ones who decides how to organize the hours (projects, units, courses, etc) according to their needs or objectives defined in their programs.

Finally, it does not avoid schools developing activities in English with content from other subjects such as Science, Geography, Arts and others. Actually, this approach is more and more current in Catalan schools and it is known as Content and Language Integrated Learning [CLIL]. Unfortunately, it is not the issue I am going to be dealing with in this document even if it is an interesting one in means of English didactics.

To sum up, before continuing with the formal comparison of the Quebecer and the Catalan English programs, both regions - Quebec and Catalonia - have been historically facing controversial situations concerning their identity related to the language but they have finally achieved constitutional legislative rights concerning Education and language policy. Both governments have chosen to protect and promote the regional language - French and Catalan - by adopting specific Acts and integrating them in the Educational system as their *lingua franca.*

Nevertheless, even if in Canada English and French are considered official languages, in Quebec the only official language is French. That means that English is considered a second language - like in Catalonia - instead of being regarded as co-official - like Spanish in Catalonia -.

Furthermore, whereas in Catalonia the English language is integrated and promoted in the Primary Education General Curriculum - giving it minimal compulsory hours and encouraging schools to innovate in new forms of second language acquisition - the situation in Quebec is not comparable. The English language is still considered a potential threat to French - which is the most important Quebec's identity and cultural feature - and this conception hinders the English language's presence in Primary School further than the minimum hours conferred to the subject which, as the reader is going to discover below, are less than the minimum ones in the Catalan Curriculum.

All this being exposed, I hope the reader will be able to better understand the English Program conception from these two regions and some of the reasons behind their organization in means of hours and competencies.

2.2. Comparison of the Quebec's English Program and the Catalan English Program in means of competences and organization

2.2.1. A brief introduction to the programs

In this second section of the document I am going to introduce both Quebecer and Catalan English programs. As the reader is going to discover, they are very different

in means of organisation and conception. I would like to clarify that the concept of organisation is related to the total second language teaching hours and their distribution during the Primary Education and that the conception is related to the idea of competency and content that both programs define and apply.

The first point I would like to highlight is the fact that whereas in Quebec there are two different ESL programs - one for cycle one and another for cycles 2 and 3 integrated in the General Educational Program - separated from the French language program, in Catalonia the English language - foreign language - is integrated in the General Elementary Education Curriculum with both Catalan and Spanish languages. That means that, in the Catalan program, all the languages are based in the same competencies and categories of knowledge whereas in the Quebecer one, English as second language has got its own contents, competencies and strategies to be developed during the Elementary school.

It might seem strange in the Quebecer's case to have two different programs but this is due to the fact that until 2007, ESL was first introduced to students in Cycle 2 in order to protect the French language development in early ages. However, after having verified that "there was no evidence of interference with the students' learning of reading and writing in French" (MELS, 2006) the Quebec's Government decided to apply this program officially in Elementary Francophone schools.

2.2.2. The concept of competency in both programs

After this brief introduction, I am going to introduce the reader which are the concepts of competency that both programs hold. My intention is to show to what extent they share the same idea and how both General programs have established similar cross-curricular competencies (MELS, Chapter 2, 2006). Then, I am going to focus on the ESL competencies and contents described in both programs. A comparative table is going to be exposed right after in order to improve the understanding of the first part.

	Quebec's General Program	Catalonia's General Program
Competency concept	Literally from the General program:"Savoir-agir fondé sur la mobilisation et l'utilisation efficaces d'un ensemble de ressources." (MELS, 2006)That is, to act effectively using the mobilisation and utilisation of different resources such as academic knowledge, experiences, abilities, interests, etc.	Literally from the General program: "Capacitat d'activar o mobilitzar diferents tipus de continguts (conceptuals, procedimentals i actitudinals) per fer front a situacions diverses i actuar-hi de forma eficaç." (Generalitat de Catalunya, 2009) That is, the capacity to activate and mobilise different sort of contents (conceptual, procedural and attitudinal) in order to face and to act effectively in a variety of situations.
Cross-Curricular Competencies	There are nine competences grouped in four different categories: 1. Intellectual Competencies: to make use of information, to solve problems, to exercise the critical judgment and to be creative. 2. Methodological Competencies: to use effective work methods and to make use of ICT's. 3. Personal and social competences: to build up oneself identity and to cooperate. 4. Communicative competency: to communicate properly and effectively.	There are eight competences grouped in four different categories: 1. Communicative Competences: linguistic and audiovisual competency and artistic and cultural competency. 2. Methodological Competencies: digital competency and use of information, mathematical competency and learning to learn competency. 3. Personal Competencies: autonomy and personal initiative competency. 4. Competencies to cohabitate and inhabit the world: knowledge and interaction with the physical world and social and citizen competency.

Table 1: Competency concepts and cross-curricular competencies comparison of both Quebecer and Catalan General Educational Program

As the reader can see, both General programs have a similar concept of competency. They describe it using key words such as effectiveness, action, mobilization, resources and they specify which sort of resources the students are supposed to use in order to reinvest their previous knowledge or experiences to face a problem or a situation. Nevertheless, whereas in the Quebecer program the Cross-Curricular competencies are based and reached by more specific competences related to each field of knowledge, in the Catalan one the basic competencies are organized and distributed in a generalized way and they are specifically developed in each subject through contents, actions, abilities, procedures and attitudes.

That means that, even if both programs are competency acquisition based, the developmental and integrating process of the competencies is differently conceived. I am going to give the reader further explanations about this using the current English Program of each General Educational Program.

2.2.3. The Quebec's English Second Language Program

The Quebecer English Second Language program seeks to give students the opportunity to develop and acquire three specific competencies at the end of Elementary school (MELS, Chapter 5.2, 2003) which are: To interact orally in English, To reinvest understanding in oral and written texts and To write texts. To do so, two more concrete competencies are introduced during the first cycle and they are supposed to be the basis for further progression of the others mentioned before. Here there is a schema which shows the interaction between the competencies.
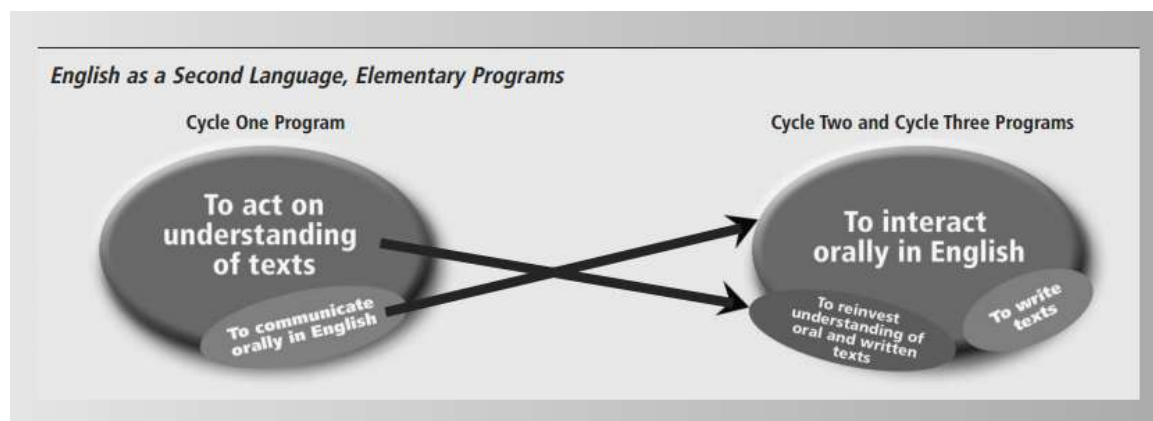
Image 1: ESL competencies, Elementary Programs from Quebec (MELS, 2006:4)

According to the program's presentation, "To interact orally in English is at the heart of ESL learning and is present when developing the other two competencies", so the activities must enable students to practice the oral language and they should be working on the different categories of the Essential Knowledge. The Essential knowledge is present, described and exemplified in each subject and, in the case of ESL, it is organized in five categories: Contextual (cycle 1) and functional (cycles 2&3) language, Language conventions - grammar (cycles 2&3), Learning strategies (Cycles 1, 2&3), Cultural elements (Cycles 1, 2&3) and Text Elements (Cycles 2&3). In the annex the reader can find an example of the description and exemplification of the categories "Strategies" and "Language conventions" for cycles 2&3.

Furthermore, each specific competency is related to one or more cross-curricular competencies and, in addition, there is an explanation focused on each cycle(s) about the developmental meaning of each competency. Here there is the example of the Competency 1: To interact orally in English for cycles 2&3. (MELS, 2006:355)

"To develop the competency, students react to messages using strategies, take the initiative to transmit oral messages using strategies and maintain oral interaction using strategies. When they react to messages, students listen attentively, accept not being able to understand everything, take into account the nonverbal cues of the person speaking, and use pertinent nonverbal or verbal reactions. [...] As students progress through the cycles, they broaden their knowledge of the language and their repertoire of strategies, and they participate more actively and effectively in all kinds of interactive classroom situations. [...]"

2.2.4. The Catalonia's Foreign Language Program

On the other hand, the Catalan ESL program is an integrated part of an unique "Language Area" which covers Catalan, Spanish and the Foreign Languages from Cycle 1 to cycle 3. The contents of the three languages are organized around the three communicative competencies (table 1) and distributed by the same categories: "Speak and discuss", "Listen and understand", "Read and understand", "To write" and "Language operation and its learning". This united conception of languages is meant to encourage the development of the "Multilingual and intercultural competency" and to give school boards the opportunity to coordinate the learning language processes in order to educate children to be prepared to face multilingual contexts. Nevertheless, there is not a specific category which regards the cultural aspects of the English language but a general dimension linked with the multilingual competency which is worked from all the languages taught. (Generalitat de Catalunya, 2009:33-35).

Concerning the distribution of the essential knowledge, within each category - and depending on the cycle - there are announced key features and contents in a general way, which means that - unlike the Quebecer ESL program does - no specific examples are given to work on the categories. Moreover, some of the statements - contents - are very similar in the three languages, giving the united program a certain coherence but conceiving the categories in a very general way.

All in all, after having briefly exposed both programs I would like to clarify the reader my previous conclusion about how the competencies' development are differently conceived. The Quebec's ESL program is focused on three specific competencies which are exemplified and contextualized in order to give teachers the tools and the directions to better help children to develop and acquire them during all the Elementary school. Each competency is given a different evaluation criteria based on abilities and attitudes whereas the contents - which are mainly related to the essential knowledge - are integrated in the program as a tool to achieve the evaluation criteria points of each competency. Thus, even if the program might seem narrowed

down it is essentially focused on the three competencies building up and integration and it gives teachers explanations and justifications for their achievement.

On the other hand, the Catalonia's ESL program is mainly based on the five knowledge categories which, in turn, integrate contents, strategies and attitudes without distinction between them. The competencies are broadly conceived in the "Languages area" and the contents seek to achieve the main area objectives described at the beginning of the section. Nevertheless, these objectives are not related or integrated to / in the competencies' conception but they are announced separately. This program conceives the competencies in a greater general way compared to the Quebec's one. Thus, the concept and its working process keeps being ambiguous, giving to contents more weight when implementing the program. However, it must to be taken into account that the languages conception of the Catalan General Program is far different from the Quebecer.

2.2.5. Similarities and differences of both programs in means of competencies and contents

Until this point of the section I have summed up some of the main features of each ESL program and compared the competencies' conception of both. Yet, I consider necessary to introduce a final comparative table to highlight the main differences and similarities of both programs to improve the understanding of this part. Then, I am going to briefly present and compare the organization of the ESL hours of each program.

	Quebec's ESL Program	Catalonia's ESL Program
Similarities	Orally interaction as the heart of the program	Oral conversation as permeate activity
	Essential knowledge divided in different categories	
	Singular conception of the language programs	United conception of the language program
	Children are meant to be	Children are meant to be

Differences	able to communicate effectively in English	prepared to face multilingual contexts
	Specific ESL competencies to be developed, integrated and acquired	General competencies shared with other languages
	Children are meant to start writing in cycle 2	Children are meant to start writing in cycle 1
	Contents as an integrated part of competencies developing tools	Contents as the base of competencies work and development

Table 2: Main similarities and differences of the English programs from Quebec and Catalonia

2.2.6. Comparison of English language or foreign language hours distribution in both programs

After this brief comparison, here there is another comparative table which shows the hours' distribution of ESL in Elementary Public schools in Quebec and Catalonia.

	Quebec's schools	Catalonia's schools
Minimum number of hours	No minimum hours	Cycle 1: 70 Cycle 2: 105 Cycle 3: 140 Extra non compulsory: 105
Hours distribution	School boards' decision Cycle 1: To 30 up to 90 minutes a week. Cycles 2&3: To 1 up to 2 hours a week. ESL normally shares 2:30h of instruction with Arts.	According to the minimum hours required: Cycle 1: 2h a week Cycle 2: 3h a week Cycle 3: 4h a week Plus further school board's distribution of the extra hours.

Table 3: Comparison of ESL hours in Elementary Public schools from Quebec and Catalonia

As the reader can appreciate, in Quebec, each school board decides how to distribute the non delivered hours among the subjects. According to the General Quebecer Pedagogical Regulation (1997:8), each week the students attend 23:30 hours of academic formation. The delivered hours are a total of 18 in Cycle 1 and 16 in Cycles 2&3. That means that in Cycle 1 school boards have 5 and a half hours a week to distribute among Arts, Physical Education and ESL and that in Cycles 2&3 they have 9 and a half hours a week to distribute among Arts, ESL, Physical Education, Geography - History - Citizen Education and Science/Technology. Contrary, Catalan school boards have minimum hours to distribute for each subject during 25 hours of academic formation a week.

The Quebec's situation entails a singular and disproportioned organization of the ESL hours in the Elementary schools. Even if some studies (CEPEP, 2014; French and Collins, 2011) have shown that most of schools devote 2 hours a week to ESL instruction, there can be found really different situations depending on the school context and clientele. This fact hinders the possibility to have a coherent and unique base to teach ESL in Quebecer schools and to give children the same minimal opportunities to get in contact with the English Language.

To sum up, even if in means of competencies and contents the Quebecer and the Catalan ESL program share some points and differ from others, both of them seek to give children the opportunity to learn a different language than the mother tongue(s). Nevertheless, it has to be taken into account that not having minimum hours rests stability and solidity to the ESL Quebecer program regarding its fulfilment. That is why since the end of the 20st century and the beginning of the 21st one, new strategies of ESL teaching have been investigated and analyzed in order to improve the Elementary students' English level and learning experience.

In the next and final section of the Theoretical framework I am going to introduce and describe the reader one of the most recent, controversial and interesting ones which is being established in a lot of francophone schools; the Intensive English.

2.3. A strategy of ESL teaching and learning improvement in Quebec's Francophone Elementary schools - Intensive English

From the beginning of this essay, I have tried to give the reader a broader perspective about the linguistic situation in Quebec and in Catalonia in order to scaffold the comparison of both programs and to present similar and different contexts of learning regarding the English as Second Language. Nevertheless, as it has been showed, the contexts and the programs are not very closed. In fact, whereas the Quebec's program would be likely to have an elevated distribution of ESL hours - taking into account that it is a region of an English speaking country - the reality shows the contrary.

According to an exhaustive study of the English Language learning in Quebec (CEPEP, 2014) the current situation of English language in the region diverges in two different interests; the individual and the collective. The first one refers to the need to give francophone children the best tools to master at least the two official languages of the country and the second one is related to the fear of losing the usefulness of the French language in Canada - due to a possible increase of the English language's presence in children's daily life.

2.3.1. Intensive English timeline in Quebec

Regardless of the legal aspects, during the last 50 years parents have been asking for improvement concerning the English language level in public schools. That is why by the end of the 70's, getting inspiration from the Intensive French experiences in Anglophone communities, some Francophone communities started to practice and apply Intensive English programs at schools (Spada and Lightbow, 1989). Nevertheless, it was not until 1996 when the Intensive English concept was defined and described in order to be applied officially in Quebecer schools.

Intensive English is conceived as an innovative teaching measure characterized by the increasing time devoted to teaching ESL and the gathering of this time in a single

academic year. According to an evaluative research about the governmental intervention concerning ESL teaching in Quebec (Anstett, Sauvain, Jacob and others, 2014) :

"L'EIALS vise principalement à donner à l'élève un niveau plus élevé de compréhension, d'acquisition et d'aisance à utiliser la langue anglaise pour s'exprimer, [...] Cela permettrait de rendre l'élève plus fonctionnel dans la langue seconde, et ce, même dans la vie courante."

"The Intensive English Teaching seeks to give students a higher level of comprehension, acquisition and ease when using English language to express themselves, [...] This would led students to be more functional handling with the second language and with daily life."

Even if at that time the concept was not as developed as today, several some were carried on (Spada and Lightbow 1989, 1994) in order to give Intensive English a higher status and consideration in the Elementary education program. Anyhow, it was not until 2001 that the Quebec's Government decided to give schools the autonomy to enforce Intensive English programs. Yet, no official program had been conceived and IESL teachers were the ones who created and designed the material.

Ten years later, Jean Charest - then the President of Quebec - announced that in 5 years, all the 6th grade students of francophone schools in Quebec would attend IE programs. The reactions were dissimilar. Whereas parents and schools, as well as organizations defending the English language education, were in favour of the proposal, a lot of English teachers, experts and even the media were critic about the fact that the program had not been developed in depth and that schools needed more qualified English teachers to carry on the project (CEPEP, 2014; Anstett, Sauvain, Jacob and others, 2014). Moreover, there was not an official program yet and it was not until a year later, in 2012, when the SPEAQ (Society for the improvement of English second language teaching in Quebec) together with the Government and School boards wrote an "Implementation Guide of Intensive English Second Language Teaching in Quebec."

Nonetheless, the same year the Quebecer Government's colour changed and the new elected *Parti Québecois* - French language defender and protector - removed the

Intensive English obligation proposal, giving to schools the decision whether or not to implement IE. Nowadays, more than the half of the Quebec's scholar commissions have adopted and offer Intensive English in 6th grade (Anstett, Sauvain, Jacob and others, 2014) but there is not a general and solid program to be applied in all schools yet. Additionally, there are still some weaknesses - which I am going to expose right after - to be studied and analyzed in order to improve the proposal for the sake of students and teachers.

2.3.2. Theoretical bases of an intensive language learning

The Intensive English Program in Quebec is based on the idea that language is a way of communication rather than a grammatical subject of study. (Germain and Netten, 2010) Thus, one of the latest official documents concerning ESL teaching from Quebec's Government (CEPEP, 2014) presents three theories which explain how the intensive learning of a language works, taking into account the communicational language appreciation presented. These are the Neuro-linguistic theory, the Linguistic interdependence theory and the Social-constructive theory.

2.3.2.1. The Neuro-linguistic theory

The Neuro-linguistic theory of language acquisition has been broadly studied and explained by Michel Paradis (2004) a well-know linguistics professor in the University of Quebec in Montreal. In his book *A Neurolinguistic Theory of Bilinguism*, he exposes and justifies the presence of two different types of memory when learning a language; the declarative memory and the procedural memory. Both are differently situated in our brains and they do not communicate each other. Thus, they operate in different situations (Paradis, 2004).

Whereas the declarative one is related to the conscious knowledge (f.e. grammatical rules or vocabulary), the procedural one "is known to be task-specific." (Paradis, 2004:141). More concretely: "Competence (know-how) is subserved by

procedural memory, as opposed to knowledge ("knowing that") which is subserved by declarative memory." (Paradis, 2004:61)

When conceiving language a mean of communication, intensive language programs search the activation of procedural memory by exposing children to a vary of situations, which ask for developing communicational skills and procedures rather than learning or memorizing lots of vocabulary and grammatical rules. Furthermore, these tasks led children to explore and use communicative strategies which they are acquiring or they have already acquired while learning their L1.

There is a lot of literature concerning language interdependency. However, I am going to present to the reader the referent in this field of study in the next subsection.

2.3.2.2. The Linguistic interdependence theory

Extensively described by James Cummis (1979, 1998, 2000), the linguistic interdependence theory states that, when learning a second language (L2), individuals search for their mother tongue's (L1) structures and communicative strategies to apply in communicational situations. Concurrently, learners are developing cognitive procedures which are integrated in their mother tongue's development.

This theory defends the fact that, even if in intensive language teaching programs the mother tongue's instruction is compressed, children are going to develop similar cognitive structures in L2 and this procedures are going to be transferred into L1. Nevertheless, as it has been explained before, this happens when exposing learners to meaningful communicative situations in both L1 and L2.

2.3.2.3. The Socio-constructivist theory

Finally, this last theory finds its essence in the concept of Social Learning and Zone of Proximal Development conceived by the psychologist Lev Vygotsky (1930-1934/1978). He believed that peer interaction and cooperative tasks - with the guidance

of the teacher - were an effective way to develop skills and strategies in order to solve problems, verify hypothesis, make predictions, etc.

These sort of cognitive processes are used and developed in all the other subjects learnt at schools such as Mathematics, Science, Art, etc. Thus, when encouraging learners to carry on cooperative tasks or projects in L2, apart from developing communicational skills, they are working on broadly processes which help them to achieve the objectives set up at the beginning of the task.

This fact supports the idea that, as long as the task/activity/project proposed in L2 is cognitively challenging, children's cross-curricular competencies development will not be impaired when compressing the time devoted to teaching other subjects.

2.3.3. Intensive English Program's SWOT

When I was planning how to present this part to the reader, I thought about giving a comparative description about the pros and cons of this innovative measure. Nevertheless, I rapidly changed my mind because my intention is not to make an exhaustive analyses of the program but to expose a clear and general idea about what the Intensive English Program is. That is why I am going to present a general overview of the program using the tool called SWOT in which Strengths, Weaknesses, Opportunities and Threats are going to be exposed.

On the other hand, I would like to remind the fact that all these features are contextualized and based on the experiences in Quebec and supported by different studies I have consulted (Spada and Lightbow 1989, 1994; CEPEP, 2014; Anstett, E.; Sauvain, V.; Jacob, J. and others, 2014; German, Lightbow, Netten and Spada, 2004).

STRENGTHS	WEAKNESSES
Better proficiency in English	Lack of material and pedagogical support
Encourages learning autonomy in children	Unprepared Intensive English Teachers
Authentic and permanent contact with	Lack of strategies to attend special needs -

English Language	either advanced or with difficulties -
Enhance English teachers' status	Adequate learning contexts.
Project-based activities	Evaluation criteria and tools
Self-esteem and motivation increase	
OPPORTUNITIES	**THREATS**
New pedagogical approach	Non collaboration of all the teachers
Government's founding	French language defenders' opposition
English language context available (media, technology, books, Country)	Government's cut of founding
	Official & coherent program's inexistence
Community support	Cycle 3 compressed program's unbalanced organization and extra-work
Research studies showing the positive benefits in Second Language acquisition	Negative attitude toward English language

Table 4: Intensive English Program's SWOT according to the studies done so far

After this program's SWOT, I hope the reader is aware of the main features - either positive or negative - which characterizes it. It is clear that there are some weaknesses that must be attended and improved but the strengths that this program presents are potentially beneficial for children's English language and Communicative and Autonomous competencies' acquisition.

Finally, before keeping on with the methodological and proposal part of the essay, I will present the Intensive English generalized model of implementation to give the reader an idea about how this can be carried out.

2.3.4. A generalized Intensive English organizational model

Since the first experiences in Intensive English programs, different models of application have been being tested. To be considered as intensive, it is necessary to expose children to English language at least during 300 hours in a single year (CEPEP, 2014). That means compressing the non English Second Language subjects in order to have more hours to devote to ESL teaching. The solutions to this situation vary, but there is one which is mainly extended; the distribution of the curriculum in two equal

parts - from September to January and from February to June -. This organization is based on research showing that a continued intensive exposure to languages improves their acquisition and further skills maintenance (CEPEP, 2014, Muñoz, 2012; Lightbow and Spada, 1989, 1994).

In any case, when adopting the 5/5 months, students attend Physical Education and Art courses in French during all the year since they are compulsory annual. In some schools, the same model is a little bit different, offering students 4 days of IESL and 1 day of French, Maths, Sciences, etc during the first five months and in the second part they do 4 days of non ESL subjects and 1 day of IESL. Whether schools' option is, the effects are proving to be positive for students and teachers, even if both of them [students and teachers] are busier than in the regular program (CEPEP, 2014 and Anstett, E.; Sauvain, V.; Jacob, J. and others, 2014).

Normally, when implementing it, school boards divide students into two IESL groups in order to have only one teacher teaching IESL in the same or different schools to one class during the first five months and to the other the rest of the school year. So, in general, schools are more keen to teach ESL during all the week instead of having one non IESL day for stuff organizational reasons. Nevertheless, some studies have demonstrated (Spada and Lightbow, 1994; CEPEP, 2004; Anstett, E.; Sauvain, V.; Jacob, J. and others, 2014) that in this sort of organization, IESL classes need to be focused on a communicative approach, emphasizing interaction between students and teacher and among students and setting out instructions to help students to learn through doing in order to develop cross-curricular competences present in all the other subjects. In addition, pedagogical coherence between specialists and tutors is needed as well as collaboration in the evaluation process.

Anyhow, as I mentioned before, given that no official program exists, schools are free to choose the organization which fits the most with their needs, making the evaluation of the program heterogeneous among the province. This is the main reason

why I have introduced the most common - and scientifically endorsed - one but specifying that there exist more.

2.3.5. A brief introduction to IESL methodology

In this last part of the section, I would like to present to the reader the notion of Intensive English that is hold in Quebec and some of the mainly used strategies and methodologies that are implemented in order to achieve the IESL program objectives. All this information has been acquired from an IESL implementation mini-guide (SPEAQ, 2003) written by experienced teachers and researchers.

It has been recently updated (SPEAQ, 2012) with more information for the schools and explanations about the methodologies and strategies that can be used to implement Intensive English at schools. It is currently the document the most similar to an official program of Intensive English in Quebec. Nevertheless, after having consulted both guides, I have found more useful the first one, concerning the examples of activities and approaches explained and that are currently in use.

The first idea that the reader has to remember and bear in mind is that, in general, "the Quebec Education Program (QEP) is defined by its competency-based approach. It is meant to promote the development of cross-curricular and subject-specific competencies in authentic learning situations for which the broad areas of learning provide a context." (SPEAQ, 2003: 5) Similarly, all the subjects taking part of the QEP are meant to promote the same, including ESL and IESL. Moreover, according to the implementation guide, the increased timeframe in the Intensive classroom gives the opportunity to show the students how their learnings are connected and integrated under the roof of English language.

Specifically, regarding the IESL approach, it is basically a communicative and natural one. According to the guide, teacher should speak English from the very beginning and give the students key words and expressions to start interacting in English. Some of the suggestions explained, related to learning strategies and activities,

are competency based. Normally, "students are then called upon, as a community of learners, to find appropriate answers to questions, to solve problems or to attain goals." (SPEAQ, 2003: 11) These questions, problems or situations are generally related to a real and meaningful life's fact and they involve working with English language; discovering or introducing some cultural and artistic aspects as well as authentic audiovisual material related to English language.

A useful tool that is highlighted is the portfolio, either as a working, presenting or evaluating tool. The portfolio is a collection of the student's work that shows his or her processes, strategies, progression and achievement of the goals set during an extended period of time. (SPEAQ, 2003)

Concerning the homework, the authors of the guide recommend long and short-term assignments such as research for a project, reading for a book report, a TV show report, journal writing, watching the TV in English, etc.

Finally, I am going to briefly expose some activities and techniques developed by IESL teachers in order to foster oral and written communication improvement, as well as to practice the reading and listening skills.

The authors describe the Learning Centers as physical areas in which students can practice reading, writing and listening while carrying out activities such as "shared reading of stories, listening to tapes or CDs, watching videos, discussing the topic of the day in pairs or small groups, etc." (SPEAQ, 2003: 15).

The other activity exposed is the Journal; a notebook in which students write on a topic of their choice or on a topic chosen by the teacher. This is a way to cope with different English language levels and to foster an individualised improvement of all the students. The journals can be individual or shared. The shared ones promote dialogues between the students and the teacher or between classmates. The individual Journals are corrected by the teacher while the shared ones can be corrected if the student requires so.

Another activity or project developed in IESL classes is the Readers' theatre in which the students work on a story, fable or poem and they turn it into a dramatic performance. This way, they practice intonation. Also, students are asked to script the texts in order to adapt the stories to their language level. Thus, they are not memorising the texts but creating their own ones and practicing the pronunciation and intonation of the passages chosen.

Moreover, shared reading, storytelling, show and tell and reading logs are other interesting activities that students carry on in order to cohabit, learn and communicate using English language while they are developing all the language competencies and skills, as well as other cross-curricular competencies.

Finally, I would like to remind to the reader that in all these activities, English language, students' skills and competencies are the evaluated factors. As the authors of the implementation guide finally express: "[...] the complex learning situations in the Intensive model lead us to integrate knowledge from other subject areas. Students need to use math while processing the results of a class survey or history and geography for a project on the different provinces. All paths cross at some point or another and the Intensive teacher must help the students make the links through the use of English. However, the ESL teacher never evaluates other subject-specific competencies." (SPEAQ, 2003:21).

This final point is really important to bear in mind due to the fact that, apart from the organizational peculiarities and pedagogical strategies of the Intensive English program, it also distinguishes this experience from the current known Content and Language Integrated Learning (CLIL) that is implemented in many schools in Catalonia.

3. RESEARCH TOOLS AND STRATEGIES

In this part, before presenting the proposal and the reasons supporting the idea, I am going to briefly describe which research tools and strategies I have used and I am going to adopt in order to either write the frame work, make and analyse the proposal.

3.1. Theoretical framework's research tools and developmental strategies

In order to build a complete and comparative framework, I have used bibliography from either UQTR's [Université du Quebec à Trois-Rivières] library and UdL's [University of Lleida] one. Taking advantage of the fact of being an enrolled student in both, the Quebecer and the Catalan university, I have accessed to private and unpublished files, researches, documents and books which have helped me to reinforce and build the theoretical background of this research and which, otherwise, I could not have been able to use.

Also, I have looked for information on the Internet, filtering the sources by using *Google Academics* or *Google Books* and verifying its reliability by searching the references in the library's catalogues from the previously mentioned universities.

Concerning the organization and exposition of the information compiled, I have combined written text with tables in order to synthesize and facilitate the comprehension of the facts exposed. Also, with the intention of presenting the reader a synthesize and objective analyse of the Intensive English program, I have applied an organizational and analyzing tool called SWOT; a business technique for understanding and highlighting the strengths and weaknesses of a situation, proposal, etc and identifying both the opportunities it opens and the threats which might be facing once implemented. This type of analyse makes ideas, concepts and information more understandable for the non specialized reader. I have also added little summaries at the end of each part, with the intention of helping the reader to have key ideas of each section of the framework.

Finally, thanks to my relation with a Quebecer classmate from the UQTR, I have had the opportunity to receive written comments and valuations about the Intensive English program from 6th grade IE students in Quebec. This exchange of information has helped me to explain and contend what type of activities children normally do when being exposed to intensive English programs. All these writings can be found in the annex of this research.

3.2. Proposal's viability research tools and developmental strategies

In the proposal section, which the reader will find right after this part, I have consulted and referred organizational legal documents from the Catalan government and the official Elementary school curriculum in order to justify and study the viability of the adjustment.

On the other hand, bearing in mind that, in this research, there is a practical part - which is the creation and the viability study of the Quebecer Intensive English program's adjustment in the Catalan curriculum - I have decided to settle on the proposal's viability by using the analysing tool previously presented; the SWOT.

To do so, I have asked the teachers forming the English Commission of the school where I have been doing my internship - Joc de la Bola - to complete an individual SWOT of the proposal. Also, I have had the chance to present the idea to Àngels Llanes, one of the authors and researchers of the book: *Intensive Exposure Experiences in Second Language Learning* (Muñoz et alt, 2008)*. This book has been one of my most important sources of information when building the theoretical framework and justifying the adjustment proposal to the Catalan curriculum. To collect their comments, I have created a summary document in which the key points of the proposal are exposed and there is an empty SWOT table to facilitate the organization of the ideas and thoughts shared during the meetings. The reader can find this document attached in the Annex part. Finally, I have also done a personal SWOT of the proposal.

My intention with these three SWOTs is to compare and complement either the practical opinion (from the teachers in Joc de la Bola school), the theoretical point of view (from Àngels Llanes) and the novice but informed perception (from my own critical analyse) in order to build a solid and reliable analyse of the adjustment's proposal.

All in all, this research combines different types of information exposure and information resources, as well as it introduces a useful analysing tool used by different experts in the field in order to optimize the results and give the proposal a proper and professional consideration.

4. METHODOLOGY

4.1. Section's description

Attaining this forth part of the essay means that the reader has been exposed to the main theoretical aspects which are going to support the points developed in this section. As I mentioned in the Introduction, this research might be considered chiefly theoretical but its essence is found in the creative, innovative and somehow practical part that is going to be broadened right after.

Bearing in mind the hypothesis in which this research is based; The Quebec's Intensive English Program is adaptable to the Elementary Catalan curriculum, the next points of this section are going to present, justify and analyze whether or not the statement has a positive or negative answer.

In order to do so, an adjustment proposal of the Intensive English Program is going to be exposed and upheld with part of the theory presented before and some further information about the proprieties of the intensive learning of a language.

4.2. Adjustment of the Intensive English program to the Catalan Elementary schools' reality

According to Jason Cenoz, (Hoffman&Ytsma, 2004:203) "language attitudes are generally considered as one of the factors that influence language acquisition [...]" and in the case of learning the second language, they [attitudes] "are expected to be related to motivation and achievement." I consider motivation to be the agent of change when learning a language. This is the reason why I want to expose a definition of the concept set up by Robert C. Gardner - a well-known Canadian researcher, psychologist and professor.

As reported by some of his studies (Gardner, 1985; 1995; 2001), motivation is a combination of three factors; the desire to learn the language, the effort displayed towards the activities and the attitudes regarding language learning. These

circumstances are mainly influenced by learning environments, the language teaching approach and the teacher's style and competencies/skills.

Here, in Catalonia, in order to promote and enhance foreign language's acquisition, the Government launched in 2005 the "Plan of Action for the Promotion of Third Languages". It introduced the possibility to implement the CLIL - content and language integrate learning - methodology in Elementary and Secondary schools, increasing the hours of exposure to English language. Some researchers (Roquet i Pugès, 2011; Joan-Guerau & Salazar-Noguera, 2015) have shown that this sort of methodology influences positively in lexico-grammatical and communicational abilities and accuracy. Nevertheless, adopting the CLIL approach does not mean exposing continually children to English language. It is true that CLIL conceives English language as a tool to learn - not as an object of study itself - but its [language] presence in children's daily life and usefulness in interactive situations are not comparable with those in Intensive English Language programs.

4.2.1. Why to adapt the program?

Before exposing the reasons to support the adaptation of the program, I would like the reader to come back to the idea of motivation as incentive to acquire a language. Keeping this idea in mind, I want to re-highlight that - as I have previously exposed - the Intensive English program it is been proven to have positive benefits in children's motivation and oral communication competences development, as well as in language skills proficiency. Nevertheless, I consider necessary to support the idea of introducing Intensive English experiences in Catalan elementary schools with one more reference in this field of study by Carmen Muñoz and her co-producers and authors of the book *Intensive Exposure Experiences in Second Language Learning* (2012)*.*

According to Raquel Serrano, one of the co-authors, "the research in intensive English has reported highly positive results, both for language learning itself and for attitudes and motivation towards language learning." (Serrano, R. in Muñoz, C., 2012:13) Also, "research conducted on time distribution and SLA [second language

acquisition] suggest a certain benefit of concentrating the hours of instruction instead of spreading them along long periods of time." (Serrano, R. in Muñoz, C., 2012:16) Nevertheless, further research needs to be done in order to analyze in depth the benefits and consequences of intensive instruction in second language acquisition.

Anyhow, as the results of the experiences reported - either scientific and personal - are positive and beneficial for children's language acquisition and motivation towards English language, I am going to try to make an adjustment proposal in means of organization and hours distribution, taking into account the legal circumstances of the Catalan curriculum and the time conditions which have to be accomplished in order to consider the instruction intensive.

4.2.2. Legal circumstances and time conditions

According to experts in the domain (Collins and White, 2011.; Spada and Lightbow, 1989 referred in CEPEP, 2014) a minimum of 250 - 300 hours a year have to be devoted to English language instruction in order to consider the approach intensive. The same authors have concluded that the concentration of these hours promotes further benefits than the "drip-feed" courses. That is, distributing the hours otherwise than the concentrated way. For example, having students receiving English classes during three days and studying the other subjects during the two days remaining. Specifically, in Quebec, the amount of English language instruction hours is up to 400 in a single year (in 5th or 6th grade) and they are normally distributed in a concentrated way - as it is has been explained in the Frame Work's point 2.3.4.

Nevertheless, as I have presented before, the time conditions of both General Elementary Programs are very different. In the case of the Catalan one, there is a minimum of compulsory hours - 420 - which have to be devoted to the foreign language instruction. In addition, each cycle has got a minimum of hours too. In the case of Cycle 3 (5th and 6th level) there is a minimum of 140 hours - 70 per level -. The distribution is the following:

	Cycle 1	Cycle 2	Cycle 3	Minimum	Global
Foreign language hours' distribution	70	105	140	315	420

Table 5: Foreign language hours' distribution according the Catalan Elementary Education Curriculum

Curiously, as the reader can see, there is a difference of 105 between the addition of minimum hours and the compulsory global hours. That is because these 105 can be used by the schools in order to complement and complete their foreign language classes in any of the levels according to their Linguistic Project. Moreover, according to the current organizational document of the Elementary Program - year 2015/2016 -, the schools have 560 free arrangement hours to complete the organization of the curriculum according to their needs and projects in the different cycles (Generalitat de Catalunya, 2015).

That means that, by law, students in Cycle 3 must receive a minimum of 140 hours of English language instruction even if these hours could be increased by adding up more from the "free" or the "difference" ones. On the other hand, the reader has to know that there are also different amounts of minimum compulsory hours which have to be devoted to teach the other subjects.

Finally, taking as reference the official Elementary program's organizational document (Generalitat de Catalunya, 2015), a scholar year is composed by 35 school weeks of 25 hours each.

4.2.3. Proposal

From my point of view, this is going to be the most interesting and exciting part of this research project. After having exposed the arguments which have encouraged me to do this proposal and having presented the legal and organizational conditions which have to be taken into account, I am going to make an adjustment proposal of the Quebecer Intensive English Program.

However, before presenting it, I would like to clarify that my intention is not to clone the Quebecer proposal. As a teacher, one of the aspects that it has to be never forgotten is that each context, school and child is unique and different. This requires to be conscious that every proposal and project must be adapted to the situation in which it is going to be presented.

4.2.3.1 School grade

It is true that, due to the pressure that students in 6th grade have to undergo by reason of the Basic Competencies Governmental Exam and the final evaluations before starting Secondary school, the first thought would be to situate the proposal in 5th grade.

Nevertheless, the proposal it is not supposed to overwhelm students but to give them the opportunity to develop their communicational skills in English and to be prepared to deal with further situations in which communicating in English might be needed. So, taking into account that students in 6th grade are more conscious of the fact that learning a foreign language might be useful for them and that the proposal will not affect the preparation for the Governmental exams, I have considered more convenient to place the Intensive experience in 6th grade.

Moreover, students in 6th grade have already been in contact with English language during all their schooling and they are supposed to have learnt the grammatical bases in order to communicate and understand oral and written messages. They are able to work autonomously and to deal with abstract and meta-cognitive knowledge and situations. Finally, since children aged 11-12 are more concerned about social status, peers' approval and social matters, they enjoy working in groups, interacting with their classmates and getting engaged with current and meaningful social projects (Equitas, 2008.; TeachForAmerica, 2011).

Taking into account the features which characterizes the Intensive Programs in Quebec - see point 2.3.5 in the Frame Work - this student profile fits with the sort of

activities which could be done during intensive teaching period. Additionally, they gain confidence and motivation towards speaking in English and they have the opportunity to experience it before starting the Secondary school.

4.2.3.2 English hour distribution

In order to keep the minimum hours needed to consider the exposure intensive - basing my proposal on the benefits of compressing time which I have already exposed - the hours devoted to the proposal would be placed in a continuous way during the second term.

According to the calendar of this year 2015/2016, after the Christmas holidays - from the second week of January and until the Holy week break - which is from the 19th to the 28th March - both included - there are 10 full schools weeks. Meaning that a total of 250 hours can be devoted to the Intensive English experience. In this point, I want to clarify that, from these 250 hours, 25 are playground hours.

My proposal is to take advantage of this period and to have the students exposed a minimum of 19,5 weekly hours (and a maximum of 21,5) to English language. Playground time is part from the school hours, so the students are supposed to interact in English with their reference teacher. Even if they would not be given English instruction, they would be exposed to English somehow.

The hours remaining until completing the week - depending on the school board's hours distribution - would be devoted to Arts and Physical Education. These two subjects would also be taught in English, taking advantage of CLIL's methodology legality in Catalonia.

Here there is a table of hours disposal in 6th grade to complete the 250 minimum hours needed for the proposal.

Minimum ESL hours in 6th grade	**70**
Extra hours which can be devoted to foreign languages in Primary School	**105**

Free arrangement hours per grade (560/6)	**93**
Playground hours during 10 weeks	**25**

Table 6: Hours' disposal in 6th grade to develop the Intensive English proposal

Summing up all the hours, the total (293) exceeds the period of time in which the proposal would be placed. That is why it is not necessary to use all the extra hours and the free arrangement ones to fill the proposal's hours. I assume that this fact would give schools more flexibility to cover other academic needs - using the hours remaining -.

So, my idea is to take the 70 minimum hours and summing it up the 25 playground ones, use 75 hours from the 93 "free" ones and, finally, adding 80 hours from the extra hours devoted to foreign languages. The result is a total of 250 hours which can be devoted to the Intensive English experience. In addition, there remind 18 free arrangement hours (93-75=18) which can be added to complement other subjects - or even the English one during the other periods - and 25 hours to be devoted to foreign languages either in 5th grade or in the other periods of 6th grade.

In proportion, I have decided to take more hours from the "free arrangement" ones because most of the other subjects have their own "extra hours", resulting from the difference between the minimum compulsory hours and the general compulsory ones. Moreover, leaving 25 hours from the foreign language's availability led Cycle 3 English teachers to cover the needs which students from 5th or 6th grade might have in means of reinforcement or other English projects.

4.2.3.3 Other subjects' hour distribution

I assume that the reader might me asking himself what happens with the other subjects. The answer is: nothing wrong. The fact is that, counting the school hours from the first period - from September to December - and adding the ones from the last period - from April to June - there are a total of approximately 500 school hours; 350 during the first term and 250 during the last one.

If we add all the minimum hours from all the other subjects present in the 6th grade curriculum - Maths, Science, Catalan, Spanish, Religion and Civil Rights - there is a total of approximately 403 to be organized within 500 hours.

That means that, according to the school's needs, a part from having students experiencing Intensive exposure to English language, there would be more 97 available hours to be devoted to Maths, Languages, Science, Individualized Learning, Evaluations, etc in 6th grade and, also, students would have time during the 3rd term to prepare the Basic Competencies Exam from the Catalan Government.

4.2.3.4 Human resources and Cycle 3 issues

Anyhow, even if this proposal is thought to be only applied in 6th grade, the best scenario in which the experience would have success would have all teachers from Cycle 3 - 5th and 6th - working together in order to prepare a coherent and joint Cycle 3 program in which students would be prepared to advance contents during the first year and to gradually develop the cross-curricular competencies. This way, the Intensive English language experience would be appreciated as part of an integrated program in which all the subjects - in special the ones which are tested in the Governmental exams - would be deeply worked and developed assuring the students' comprehension and competencies' acquisition.

Specifically, in 6th grade, the proposal would require the Physical Education specialist's contribution to the program - by preparing and doing the classes in English - and the collaboration of the English teacher assigned to teach the Art's classes.

During all this period, the coordination between the English teacher and the 6th grade tutor is essential due to the fact that the first one is going to become children's reference teacher during the second term.

4.2.3.5 Students' evaluation

Obviously, having the 6th grade contents compressed in two terms, evaluation and mark lists would be a little bit different from the ordinary ones. The key point is to bear in mind that during the second term, students would be assessed in means of English language skills and competencies development rather than in terms of grammar rules and vocabulary. Thus, the evaluation criteria would have to be discussed and agreed among the Intensive English teacher and the tutor, in order to give parents an image of how their children is going to be evaluated during those 10 weeks.

Furthermore, it is essential to present the evaluation tools to the parents and to the students in order to facilitate their understanding of how the learning process is going to be developed and conceived.

In this proposal I have not presented an evaluation criteria - due to the fact that the viability study is in means of organization and hours distribution - and yet, once introduced the essential purpose of the intensive exposure to English language and the way in which the English program is conceived in Quebec, I think the reader might imagine which would be the best evaluation notion to be proposed - which is a competency based criteria -.

That would mean strengthening, observing and evaluating how students develop the communicative competency - in all its dimensions -, the methodological competency - testing, implementing and evaluating their learning strategies - and the individual and social competency - when working in teams in their projects and tasks -. This would require the establishment of clear, concrete and coherent evaluation items which would define the progression of these competencies' acquisition by the students.

Even if the evaluation criteria is also a very interesting topic to be studied and developed, it surpasses the main objective of this study - which is to corroborate the hypothesis from where it departs -. Nevertheless, it is one of the subject matters in which would be appealing to do further and deeply research.

5. PROPOSAL'S VIABILITY

In this section I present the proposal's viability from three different points of view; a personal; a practical and a more theoretical. The personal one is product of my own critic analyse, taking into account all the research and study I have been doing so far. The practical one is the result of exposing the proposal to the Foreign language teachers' commission in the Elementary school where I have been doing my internship. Finally, the more theoretical view has been obtained thanks to the collaboration of professor and researcher Àngels Llanes.

All three evaluations have been developed with the help of the analysing tool called SWOT, presented in the third section of the document. Thus, instead of having extensive written comments about the proposal, the reader finds three different commented tables with specific and synthesized information regarding the proposal's evaluation.

5.1. Viability according to my personal SWOT

The reason why I have decided to start this part with my personal SWOT is the fact of giving to myself the opportunity to be critic and objective with my own work, to compare my inexperienced and amateur point of view with a practical and theoretical one and, consequently, to give richness to the proposal's analyse.

Kessels and Korthagen (2001) expose the importance of sharing thoughts and ideas in order to start a reflective process in which the individual is able to contrast and analyse his own ideas with the others and, thus, to be given the opportunity to rebuild, rethink or bolster them. Therefore, my intention has been to conceive my ideas and expose them before being influenced by the point of view from the teachers in the school and the professor/researcher interviewed. Here there is the table-SWOT analyse of the proposal elaborated by myself.

WEAKNESSES	THREATS
Negative aspects of the proposal - A lot of foreign language complementary hours from the cycle are required to fulfil the 250 minimum hours - Cycle 3 reorganization demand - Dependency on official annual school hours distribution	Which facts or situations can complicate the proposal's application. - Lack of trained teachers and human resources - Families engagement with the project - Deficient coordination between teachers and tutors - School board's lack of support
STRENGTHS	**OPPORTUNITIES**
Positive aspects of the proposal - No interference in the official Basic Competences evaluation - The minimum hours from the other subjects are not affected - It takes advantage of the CLIL legality to sum up English exposure hours - Coincidence with a whole term - with an established beginning and ending - Intensive exposure to English language	Which facts/situations foster, support the proposal and help it to happen. - Oral and written competencies development and improvement - Enhance of motivation towards English language learning - It gives the English teacher an active and central role in children's learning process - Gain of autonomy and self-confidence regarding the foreign language knowledge - School board implication - Families' conviction concerning the proposal's benefits for students

Table 7: Personal SWOT about the Intensive English proposal

Before presenting the teachers' SWOT, I want to briefly comment some aspects from my own analyse in order to clarify my thoughts to the reader.

Regarding the weaknesses, I have considered that even if the proposal does not interference in the minimum hours from the other subjects (strength) it needs to use a considerable amount of complementary hours belonging to the cycle (grades 5 and 6) and also hours from the whole Elementary period. Thus, it would be necessary to rebuild the organization of the cycle in order not to destabilise and to give coherence grade 5 and 6 in means of English language classes and the other subjects' contents.

Also, it exists the possibility that, depending on the festivities and general organization settled by the Catalan government, schools have not entire terms to place the minimum hours required. That would mean cutting the exposure during some days or starting and finishing it in different terms.

Second, I have considered the families' lack of engagement a possible threat to consider. Even if the school wills to apply the proposal, if families are not explained and contended the positive benefits of the intensive exposure to language in means of further skills' development, they can be reluctant to have their children "testing" or "experimenting" with a new proposal. Not everybody considers chances positive actions and some parents - mostly the ones with children with learning difficulties - could feel concerned about students' implication and learning process. That is why is essential to convince the families (opportunity) and professionally expose the reasons that the School holds to apply such an organization. If parents feel comfortable with the proposal and confident about the process that their children are supposed to experience, teachers could be able to have their support in order to carry on activities and foster children's motivation.

Finally, all the strengths and opportunities that I have exposed above are related either to the organization itself or the further benefits that the proposal could give (based on the studies previously presented) to the students in means of second language proficiency. I want to clarify that the fact that this proposal is placed during the second term allows the teachers to motivate students during the first term, to inform the families before starting and to give the experience an ending which coincides with the ending of the semester. This last fact is important because it allows teachers to supervise and assess the progress of students during the third term. Also, from the students' point of view, having an specific beginning and ending is the synonym of having a frame which separates different learning processes and permits children to completely focus on the experience they are being part of.

5.2. Viability according to Joc de la Bola school's English Commission's SWOT

After having exposed my own SWOT, which is mostly based on my theoretical framework, I present the reader a SWOT which is the product of the analyse and opinion from five English teachers who constitute the Foreign languages commission in Joc de la Bola school in Lleida. After having a meeting, this is the result of their comments.

The importance of the relation between theory and practice has been broadly studied in different fields of knowledge such as education, anthropology, epistemology, etc (Kessels and Korthagen, 2001). Even, since the beginning of the 20st century, the word practitioner-researcher (Van de Ven, 2016 and Arcus, 2000) has been being used to refer to the individuals who carry out professional theoretical studies without forgetting the practical and functional consideration of them.

Personally, as part of the innovative Elementary teacher training degree from the University of Lleida, which concurrently alternates the presence of the students in the University and in real Elementary schools, integrating and complementing theory and practice has been fundamental to progress towards and achieve my degree's goals. This is the reason why it is not strange or unusual for me to take into account the schools' reality when developing pedagogic or didactic theoretical reflections and proposals.

Having this said, here there is the summary of all the opinions and comments done by the Foreign languages teachers' commission from Joc de la Bola school.

WEAKNESSES	THREATS
Negative aspects of the proposal	Which facts or situations can complicate the proposal's application.
- Conceived only for urban schools - Difficulty in maintaining the English exposure during the playground hours	- A school having two classes of the same grade - Families' lack of support - Few or insufficient material - Human resources and teachers' training

STRENGTHS	OPPORTUNITIES
Positive aspects of the proposal - Foster of professionals' implication - Powerful school project	Which facts/situations foster, support the proposal and help it to happen. - Enrichment of students' learning process - Motivating proposal

Table 8: Intensive English proposal's SWOT according to English teachers from Joc de la Bola school

These are the comments that the teachers made about the proposal. They also mentioned the great need of coordination between teachers to carry on a proposal like this one and the necessity to have one extra English teacher - by law - in order to cover the hours in the rest of the grades while the Intensive English teacher is doing the classes in grade 6 or in both grade 6 if the school has got two groups. This is because, the most of the times, Elementary schools have two or three English teachers to cover all the English language hours from 1st to 6th level. Having one grade with intensive exposure would mean "loosing" one teacher during almost three months and reorganizing all the schedules.

On the other hand, I would like to highlight two points made by two of the teachers concerning the clientele who might benefit from this proposal and the hours devoted. It is true that this organizational proposal is neither viable nor reasonable for rural schools - which, however, are very common in my territory - due to the fact that students from different ages share the same classroom or carry out multilevel projects. If such an experience is wanted to be carried out in rural schools, it would be necessary to think about how to integrate the intensive exposure in the classroom without compromising the other children's learning process.

Then, regarding the hours summed to fulfil the minimum required, one of the teachers said that counting the playground hours would be the ideal but not exactly the reality. She mentioned one experience that was undertaken some years ago in which a native English speaker attended the school during the leisure hours like the playground in the morning or midday. "However, children need to rest and when they play, they do not use the English language."

This remark invited me to think about how these leisure hours could be well invested regarding the use of English language and I came up with some ideas such as organizing English games with the students, play theatre plays, translate games' rules into English, etc. Obviously, children would speak Catalan or Spanish even in the classroom. Nevertheless, if during three months they are aware of the peculiarity of the experience they are living, I do not consider a problem that the teacher speaks English during the playground hours and that the students are asked to talk to the teacher in English.

Moreover, as the reader can see, there are some points in which both SWOTs (mine and teachers') agree. The first ones are found in the threats and they are related to families' support, the lack of trained teachers and human resources. Besides, other convergent points are found either in the strengths and the opportunities. These ideas are related to the positive characteristics of the proposal in means of learning and motivation. Also, I find curious and significant that teachers have mentioned the material issue - which is one of the handicaps that Quebecer intensive English teachers have to face up to.

Finally, there are two points which I have not had considered because they are very close to school's reality. The first is the professional implication that the proposal fosters - which has been considered a strength by teachers - and the second is the positive impact and impression that the proposal can give to a school's Educational Program.

5.3. Viability according to professor Àngel Llanes' SWOT

In this last subsection, I present to the reader the SWOT analyse of a professor from la Universitat de Lleida who has been studying and doing research in the second language domain. She has been co-working with the authors of the main information sources of this document (Nina Spada and Patsy Lightbow) and investigating the importance and consequences of a high exposure to second language when learning it. Moreover, she has published an article exposing the consequences of an increase of

second language exposure in Elementary students by using the content and language integrated learning (Tragant, Marsol, Muñoz and Llanes, 2015).

That is why I have considered to be highly interesting to have a third critic and objective point of view; more tilted towards the theoretical nature of the proposal and with a lot of experience in the research field. It has to be said that this is the original chart filled with Àngels' own words. I have decided not to modify any of her comments to give the section more authenticity.

WEAKNESSES	THREATS
Negative aspects of the proposal - It might be negative to just be taught English and PE for the other subjects because there'd be too long a gap between the 1st trimester and the last one.	Which facts/situations can complicate proposal's application. - Concentrating the teaching of English might threaten extracurricular activities; first, during the trimesters when English is not taught, children might not want to engage in extracurricular English classes, and when English is taught maybe it isn't necessary for them to engage in extracurricular classes. Consequently, it can affect parents' necessities, especially if these parents work. - If a school is planning to offer science classes in English, for example, that wouldn't be possible.
STRENGTHS	OPPORTUNITIES
Positive aspects of the proposal - Massive/intensive exposure has been found to have a positive impact on the development of the second/foreign language, so that'd be great to improve the children's L2.	Which facts/situations can foster the proposal and help it to happen. - It's more practical to concentrate a subject because it involves less coordination and the students are focused on that subject.

Table 9: Intensive English proposal's SWOT according to professor Àngels Llanes

Àngels Llanes' SWOT gives more information about the opportunities and strengths that this proposal has. A part from confirming that the intensive exposure to language has been studied and found to be beneficial when learning and acquiring a language, it gives another perspective about concentrating the time. Curiously, contrary

to the school teachers' opinion, Àngels states that accumulating the time facilitates coordination and gets children focused on the language. The first point of view is quite opposite the teachers' opinions about coordination and English teachers disposal. It is really interesting to corroborate that, sometimes, the theoretical and practical part have not got the same perspective of the same issue. However, the observation of the positive repercussion on students' attention and concentration in English language is a point that I have not considered and which is important to take into account when defending this type of organization. Also, it is really encouraging to confirm that this proposal could possibly offer a powerful language improvement opportunity for schools and children.

Having this said, there are other comments that are not devoted to the positive aspects but to some negative or trouble issues. This last SWOT discovers new threats that I had not considered like how this proposal would affect families' organization and children's extra scholar life.

Regarding the weaknesses, Àngels Llanes highlights the "gap" between the first term and the last one in which the other subjects (except PE and Arts) would be taught. Sincerely, being aware of this fact, I have not had considered it a threat due to the positive effect that exposing children to English during the second semester would have in contrast to the possible effects of the "gap" on other contents' development.

Finally, it is really interesting to take into account how the proposal would affect families' extra scholar life. I do not consider the organization proposed to be incompatible with extracurricular activities as long as the parents are aware of the implications of the project in means of language learning, practice and acquisition and the necessities their children may have in regards of reinforcing, improving or advancing their foreign language skills.

6. CONCLUSIONS

6.1. General conclusions

To be honest, I find difficult to sum up in a few pages all that is explained and exposed in this document. Nevertheless, there are some points which I consider to be the most relevant and interesting of this research. After this, the reader can find a critical reflection upon the result of this research.

First, concerning the theoretical framework, the reader has to bear in mind that the inspiration to develop the intensive organizational proposal comes from a political and linguistic context which is not the same as ours although it has quite similarities. Quebec and Catalonia are two special regions in which language and education are fundamental bases of their culture and history.

However, their educational programs are not similar and, concerning foreign languages, their standpoints differ. That is why whereas in Catalonia there is an integrated program for languages - Catalan, Spanish and the foreign ones -, in Quebec there is a special program for English as Second Language which is characterised by having its own competencies, contents and goals.

In the same way, even if both regions consider English as a second language, the willing to increase English language presence in daily life and school is different. In this document I expose why the Quebec region has been reluctant to increase English language teaching in Elementary schools, whereas in Catalonia the presence of English language has not been such a concern.

Following the section, the reader discovers that, due to a society's necessity and pressure, the Quebecer government decides to act by increasing the presence of English language instruction in Elementary school. During this last decade, the region has been following and studying the effects of the changes made and it has positively reported the benefits for children and new generations in means of English language acquisition.

Nevertheless, in order to improve oral communication in English and getting inspiration from the intensive exposure to French language experiences carried out in some Montrealer schools, the Quebecer government decides to allow the schools' commissions to organize the 6th grade scholar year in order to expose children to English language during an intensive period of time. Several studies are carried out (Anstett, Sauvain and others, 2014; CEPEP, 2014; German, Lightbow and others, 2004; Muñoz, 2012; Spada and Lightbow, 1989 and 1994) to demonstrate the efficacy and the benefits of this method.

Currently, this organizational model is being implemented in many Quebecer schools but there is still a lot of research to do in order to better design the Intensive English programs to develop in the schools and to better prepare and instruct the future English teachers.

However, fruit of my own experience in the Quebec region and the discovery of this type of ESL organizational model, I decide to investigate if it would be possible to adjust the IESL organizational model to the Catalan curriculum. This is why the Catalan context and curriculum are analysed and compared to the Quebecer ones.

The result of this study is positive. It is possible to adjust the IESL organizational program to the Catalan curriculum. In fact, in the Methodology part - section 4 - I expose and explain how it is possible and I clarify some practical and conceptual aspects of the proposal. Finally, in order to verify the proposal's viability in an objective way and to expose to the reader the positive and negative points of the design, I ask for two different critic points of view which come from the more practical educational sphere - the school - and the more theoretical one - the professional research field -. This information is organized and exposed by an analytical tool called SWOT. This verification methodology gives authentic grounds to the proposal for both positive and negative aspects of it.

Having this said, what is left to expose is a brief critical reflection about the proposal made and its potentialities.

I honestly acknowledge the proposal made in this document a way to be granted consideration in order to improve and foster motivation towards learning and improving foreign languages in children. After having received the comments and evaluations from professionals in the educational and research spheres, the feeling I have is that it could be possible to implement it in Elementary schools if Government's support is present in means of human and material resources.

Besides, the issues treated in this research are still being studied and currently taken into consideration when planning new strategies to improve foreign languages learning. Catalonia is a region that is concerned about education research. Its many "evaluation notebooks" regarding different aspects of the Catalan educational system show the Government's concern. Specifically, there is one of this notebooks which is entirely devoted to the study and reflection upon the knowledge of languages in Catalonia (CSASE, 2006). This document explicitly states the necessity to keep on doing research on the organizational and methodological field in order to improve English language acquisition and skills' development. The document reports the need to reinforce written and oral expression in Elementary students (CSASE, 2006: 37) and to look for more effective ways to guarantee that children are exposed to a beneficial and positive language learning process.

All in all, even if this document only presents a timid attempt to reconsider how the Elementary 5th year can be otherwise organized, in order to try to improve English language learning, I personally believe that this idea can have a positive further implication when redesigning the Catalan elementary programs - if it happens in the future - and it can also expand horizons in the Catalan educational system in favour of foreign languages' learning improvement.

As I have stated at the beginning of this study, my intention is to look for the best way to get children engaged in learning English, French or any language and, consequently, to contribute to the Catalan educational system's quality improvement and, thus, our society's life prosperity. This is another first step towards this aim.

6.2. Personal upcoming and further research issues

This last section is fruit of various dilemmas, obstacles or ideas that I have had to face or put apart during the development of this research. I would like to expose to the reader the most relevant ones, each of whom is related to a further research issue.

The first one is related to the reality that I met when I was in Quebec. As I mention at the beginning of this research, I had an erroneous previous idea of the region's linguistic reality. Coming across with the fact that, due to the political linguistic contexts of Catalonia and Quebec, English language was differently considered and regarded, I found myself concerned about the importance of analysing the real political and linguistic context to better understand the presence and role of languages and the educational system.

The next point is a reflection that has been settling inside of my professional and personal point of view about teaching languages. This is that the main goal of the teachers is to gain and maintain children's motivation towards second language learning. This is the key factor which fosters language learning and acquisition. Consequently, it would be really interesting to keep on doing research on the best methodologies to implement the intensive exposure experiences in order to get the students engaged in the activities and in their learning process.

The third conclusion is an obstacle and a reality that is hindering the implementation of Intensive English experiences in Quebec and that would certainly be a problem when trying to implement the adjustment's proposal. This is the lack of prepared and specialised teachers to cope with the experience's demands and to take on responsibility for the students' second language learning and improvement process. Consequently, more research should be done on how to instruct future teachers to efficiently deal with society's demands and IESL [intensive English second language] experiences.

Finally, developing this research has reasserted me some personal and professional conceptions related to Education and Second language teaching. These can be summarized in the idea that the development, learning and research processes need to be evaluated in order to improve and guide the individuals to accomplish their goals. In my personal case, I have tried to apply this idea in this study, expounded it to be assessed, analysed and commented by professional external points of view.

Nevertheless, I have realised that, regarding the intensive English experiences in Primary Education, there is still a long way to go over in means of research on evaluation models, activities and methods in coherence with the competency based educational model.

To conclude, all that is left is for me to say that I consider this research to be realistic and inspiring. I wish I will have the opportunity to keep on doing research on one or some of the aspects exposed above. In any case, I can proudly state that the proposal designed in this document has been consciously thought and it is meant to be a reality in the Catalan schools someday.

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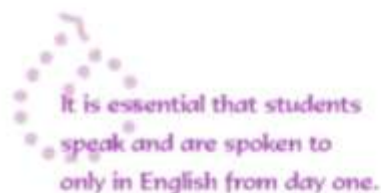
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TABLES AND IMAGE INDEX

ANNEX

1. Quebec's English Program. Cycle 2 and 3

Introduction

> It is essential that students speak and are spoken to only in English from day one.

For most young Quebekers, learning English provides an opportunity to communicate with people of another language and culture. It is also a necessity, given Québec's geographical location, the presence of an English community and the accessibility of English media and cultural products. In learning a second language, students broaden their horizons and gain a new appreciation for the richness of learning languages.

The elementary English as a Second Language (ESL) program follows in the footsteps of the previous program in terms of the priority given to communication. In fact, oral interaction is the cornerstone of this program, in which the students use English in all classroom situations. In the past decade, research on the communicative approach has shown that when students are made aware of the structure of the target language, the speed at which they become skilled communicators is greatly accelerated. The ESL program takes this additional refinement of the communicative approach into account. Moreover, the ESL program integrates listening, speaking, reading and writing, but it does so in the li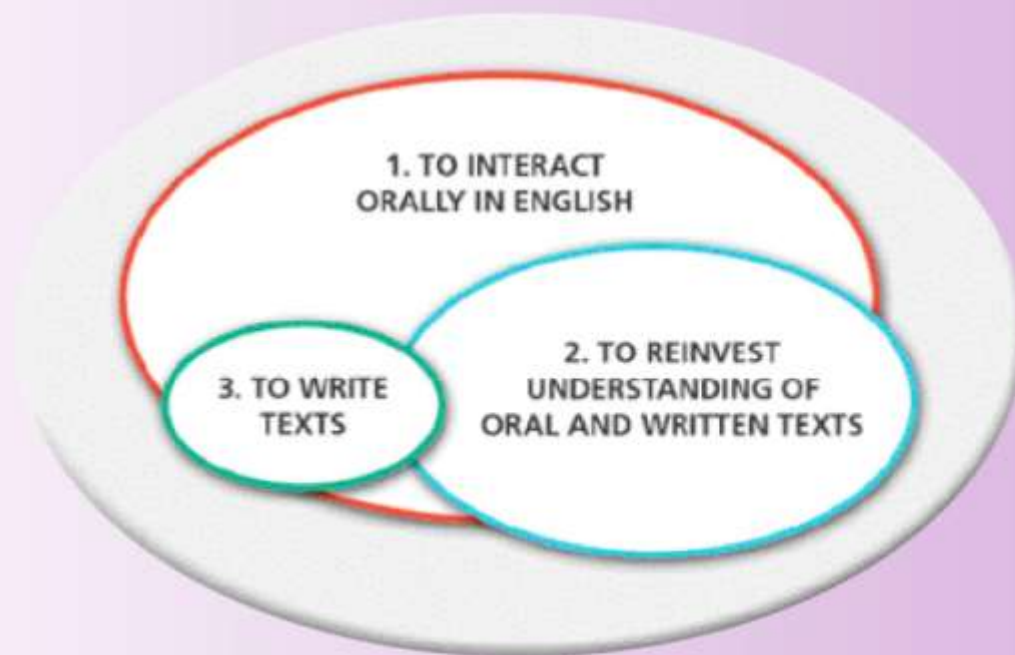ght of the latest developments in language acquisition, cognitive psychology and social constructivism. It is essential that students speak and are spoken to only in English from day one.

The program aims at developing the competencies deemed essential for students in Québec schools in the 21st century and requires the mobilization of knowledge such as functional language, compensatory and learning strategies, and use of resources. These competencies are: *To interact orally in English, To reinvest understanding of oral and written texts,* and *To write texts.* Therefore, ESL learning requires a rich and stimulating linguistic and cultural environment where English is the language of communication. Since the students are learning to communicate in English within a classroom community of speakers, readers and writers, this program contributes to the development of cross-curricular competencies as well as to broad themes for learning.

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¹ Ce programme n'étant donné qu'en anglais, il est, conformément à la Politique linguistique du ministère de l'Éducation, présenté ici dans cette langue.

The three competencies are developed in synergy; they are worked on in an integrated manner to allow students to acquire the most meaningful learning possible. *To interact orally in English* is at the heart of ESL learning and is present when developing the other two competencies. When students reinvest understanding of oral and written texts, they explore various types of texts and perform tasks by making use of the other two competencies. When students write texts, they express themselves for an intended audience and deliver a personalized product. Learning *To reinvest understanding of oral and written texts*, and *To write texts* leads to numerous opportunities for oral interaction.

Figure 6
English as a Second Language

1. TO INTERACT ORALLY IN ENGLISH

2. TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS

3. TO WRITE TEXTS

Key Features of the Competency

The student takes the initiative to transmit oral messages using stratégies

The student reacts to messages using strategies

TO INTERACT ORALLY IN ENGLISH

The student maintains oral interaction using strategies
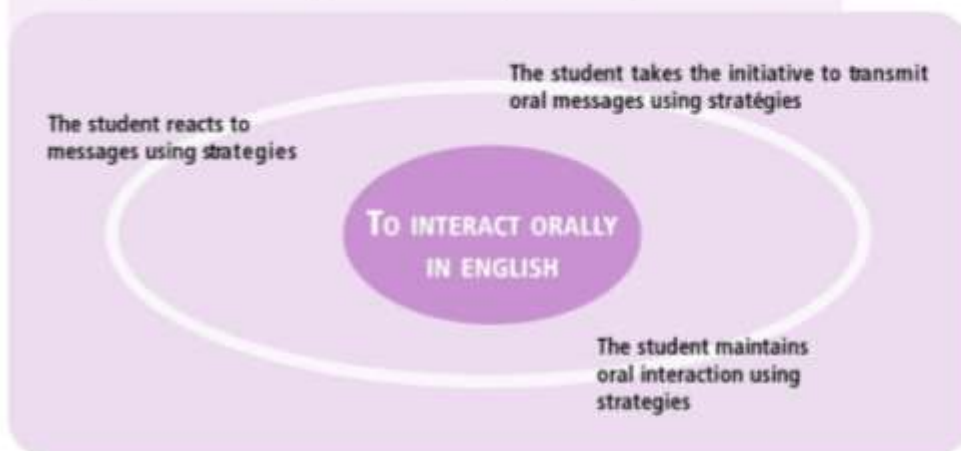
Evaluation Criteria

– Use of functional language	❷ ❸
– Use of strategies	❷ ❸
– Participation in exchanges	❷ ❸
– Pronunciation	❷ ❸

Legend* : ❷ Cycle Two ❸ Cycle Three

* This legend also applies to the Evaluation Criteria of other competencies as well as to the Essential Knowledge.

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students use the functional language they have acquired in order to participate in exchanges with peers and the teacher (reacting to messages, initiating messages, maintaining interaction). The exchanges stem from any classroom situation. They are short in duration and may be spontaneous or initiated by the teacher. Students are able to correctly use the functional language frequently employed in class, and their pronunciation can be understood by an English speaker. Students apply the compensatory strategies targeted for the cycle autonomously and apply some learning strategies with the teacher's assistance. With help from peers and the teacher, they make effective use of the visual support and linguistic resources provided.

CYCLE THREE

By the end of Cycle Three, students show confidence and autonomy: they interact more spontaneously and effectively (reacting to messages, initiating messages, maintaining interaction). The exchanges stem from any classroom situation and are more sustained. They may be spontaneous or initiated by the teacher. Students make creative use of a wide range of functional language and communicate personal messages more easily. They correctly use the functional language frequently employed in class, with a pronunciation that can be understood by an English speaker. They frequently use appropriate compensatory and learning strategies. They seek help from peers and not as often from the teacher. They select and make use of available visual support and linguistic resources.

COMPETENCY 2 • TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY

This competency enables elementary students to approach, explore and make use of various types of texts (popular, literary, information-based) in a dynamic way. They develop appropriate strategies for effective listening and reading; they learn how to derive meaning from oral and written texts (interaction of learner and text); and they show their understanding in meaningful tasks (mini-book, bookmark, sketch, poster, etc.). This competency is a valuable means for students to discover English-language culture as they familiarize themselves with a variety of cultural products. In doing so, students make use of various media (books, brochures, magazines, videos, educational TV shows, audiocassettes, CD-ROMs, software, Internet sites, etc.) as sources of information, entertainment and pleasure.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

To reinvest understanding of oral and written texts, students need to identify key elements and to distinguish between relevant and irrelevant information, thus drawing upon the cross-curricular competency To use information. As students reinvest their understanding in tasks, they need to plan the steps that will lead to the fulfillment of tasks, thus contributing to the development of

the cross-curricular competency To use effective work methods Depending on the task to be performed, students may use ICTs, thus leading to the cross-curricular competency To use Information and Communications Technologies.
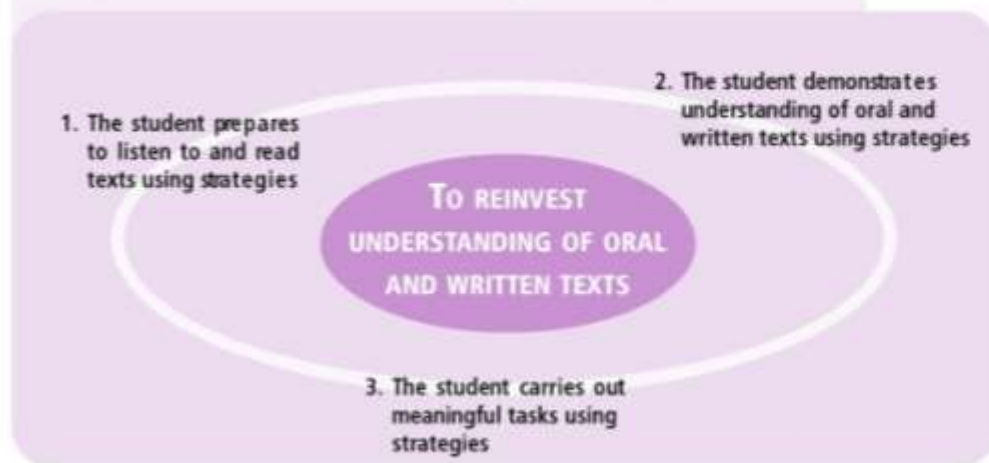
CONTEXTS FOR LEARNING

The learning contexts for this competency require:

- various types of texts containing redundant elements:

  - simple and extensively illustrated (Cycle Two)

  - of appropriate complexity and illustrated (Cycle Three)

- themes that are familiar and interesting

- themes that meet the students' need for information and entertainment (Cycle Three)

- opportunities to develop appropriate compensatory and learning strategies through use

- opportunities to interact with peers and the teacher

- availability of resources (visual, linguistic and media)

- help from the teacher and peers

DEVELOPMENTAL PROFILE

To develop this competency, students prepare to listen to and read texts using strategies, demonstrate understanding of oral and written texts using strategies, and carry out meaningful tasks using strategies. This process calls on their creativity, initiative and active participation. At first, students are closely guided by the teacher. When they prepare to listen to and read texts, students use their prior knowledge, contextual cues (title, subtitles, illustrations, table of contents, synopsis, etc.) and make predictions about the content of texts. To demonstrate understanding of oral and written texts, students identify key elements, show their understanding of the overall meaning, compare reality presented in texts with their own reality, and express their appreciation of texts. When students carry out tasks in which they reinvest their understanding, they plan how to do it and use texts as sources of ideas and information. As they progress through the cycles, the level of complexity of the text is adjusted according to the cognitive and linguistic development of the learner. Students become more autonomous; they seek help from their peers and not as often from the teacher.

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Key Features of the Competency

1. The student prepares to listen to and read texts using strategies

2. The student demonstrates understanding of oral and written texts using strategies

TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS

3. The student carries out meaningful tasks using strategies

Evaluation Criteria

– Use of strategies   ❷ ❸

– Demonstration of understanding of key elements and overall meaning   ❷ ❸

– Carrying out tasks   ❷ ❸

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students demonstrate their understanding of various types of texts. Using functional language and words drawn from texts, they identify and briefly describe certain key elements and demonstrate understanding of the overall meaning. They sometimes use contextual cues autonomously. They also apply some learning strategies with the help of peers and the teacher. Students reinvest their understanding by carrying out tasks: they use texts and available resources as sources of ideas and information, compare reality presented in texts with their own and deliver a personalized product.

CYCLE THREE

By the end of Cycle Three, students demonstrate their understanding of various types of texts. They frequently use contextual cues and appropriate strategies autonomously. Using functional language and words drawn from texts, they identify and briefly describe key elements and demonstrate understanding of the overall meaning. Students reinvest their understanding and plan how to carry out tasks. They select, organize and summarize information, develop ideas and expand their range of words and expressions using texts and available resources, and express appreciation of the reality presented in texts. They deliver a personalized product.

COMPETENCY 3 • TO WRITE TEXTS

Focus of the Competency

MEANING OF THE COMPETENCY

This competency enables elementary students to write for purposes that are significant to them (greeting cards, comic strips, class yearbook, Web page, e-mail, etc.). Using models as guides and sources of inspiration, they start expressing themselves in written English while paying attention to the quality of their writing. The aim is not to have students systematically learn language conventions, but to apply them to the composition of texts while having access to a variety of resources. To do so, students are initiated to writing as a process and benefit from teamwork and teacher assistance throughout the process.

CONNECTIONS TO CROSS-CURRICULAR COMPETENCIES

To write texts, students draw upon the cross-curricular competencies *To use effective work methods*, *To use information* and *To communicate appropriately*. As students carry out a writing task, they make effective use of software such as visual and thematic dictionaries, word processors, and desktop publishing programs, thereby contributing to the development of the cross-curricular competency *To use Information and Communication Technologies (ICT)*.
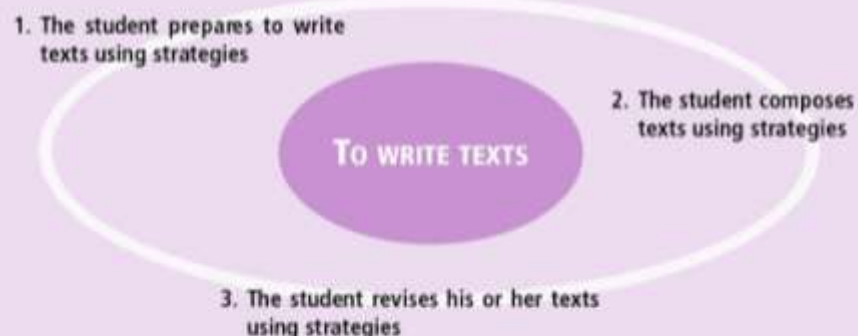
CONTEXTS FOR LEARNING

The learning contexts for this competency require:

- meaningful situations (purpose and intended audience)

- opportunities to develop compensatory and learning strategies through use

- availability of resources (explicit models Cycle Two, open-ended models Cycle Three, checklists, word banks, posters, visual and thematic dictionaries, self-correction grids, etc.)

- opportunities to interact with peers and the teacher

- help from the teacher and peers

- use of ICT

DEVELOPMENTAL PROFILE

To develop this competency, students prepare to write texts using strategies, compose texts using strategies and revise their texts using strategies. At first, they are closely guided by the teacher. When they prepare to write, students follow instructions, note ideas and organize them. To compose a first draft, they use explicit models, functional language, words, expressions and ideas drawn from provided resources. They ask for help when experiencing difficulty, take risks in expressing ideas in English and persevere in producing this first draft. To revise, they check the task instructions and the language conventions targeted, submit the text to peer editing, reformulate ideas, make corrections, and produce a clean, well-presented text that takes the intended audience into account. As they progress through the cycles, students develop an awareness of strategies for effective writing. They make use of open-ended models and make personal and appropriate use of functional language, words, expressions and ideas found in available resources. They become more autonomous, seeking help from their peers and not as often from the teacher, and deliver a personalized text taking the intended audience into account.

Key Features of the Competency

1. The student prepares to write texts using strategies

TO WRITE TEXTS

2. The student composes texts using strategies

3. The student revises his or her texts using strategies

Evaluation Criteria

– Use of strategies	❷	❸
– Compliance with instructions	❷	❸
– Language conventions targeted for tasks	❷	❸
– Characteristics of final product	❷	❸

End-of-Cycle Outcomes

CYCLE TWO

By the end of Cycle Two, students write short, well-structured texts to fulfill meaningful goals. They use some compensatory and learning strategies supported by peers and the teacher. Students follow an explicit model and make use of resources provided. They produce a text that is pertinent to the instructions given and apply the language conventions targeted for the task. Although the writing closely resembles the explicit model, students deliver a personalized final product to the intended audience.

CYCLE THREE

By the end of Cycle Three, students write a variety of well-structured texts to fulfill meaningful goals. Supported by peers and the teacher, students make greater and more confident use of compensatory and learning strategies. They produce a text that is pertinent to the instructions given and apply the language conventions targeted for the task. From an open-ended model and available resources, students deliver a personalized final product that shows imagination and creativity, and takes the intended audience into account.

Essential Knowledge

The study program is centred on students and their construction of knowledge, and draws upon the following categories.

FUNCTIONAL LANGUAGE

• USEFUL EXPRESSIONS

- Instructions and classroom routines (e.g. Open your binder. Let's write the date.)   (2) (3)
- Delay speaking (e.g. Wait a minute. I'm not ready. I'm not sure. Let's see now. Let me think about it. Well, . . .)   (2) (3)
- Asking for help or clarification (e.g. Can you help me? I need some help. I have a problem. I don't understand. Can you repeat? How do you say . . .? What do you mean? What's . . .?)   (2) (3)
- Circumlocution (e.g. Give me the big object. You know, that red thing.)   (2) (3)
- Identification (e.g. What's this? This is . . ., It's . . ., My name is . . ., Who is it? I am/ I'm . . ., There is/There's . . .)   (2) (3)
- Capabilities (e.g. I can . . ., I can't . . ., I'm good at . . ., I'm not good at . . ., Can you . . .?)   (2) (3)
- Requests for information (e.g. Where . . .? Who . . .? What . . .? Do you have . . .?)   (2) (3)
- Agreement, disagreement, opinions (e.g. That's right. Maybe! Do you agree? I think . . .)   (2) (3)
- Permission (e.g. May I go . . . ? Can I have . . . ?)   (2) (3)
- Offers of assistance, needs (e.g. Can I help you? May I . . . Can I . . .? I need . . ., Can you . . .?)   (2) (3)
- Warnings (e.g. Careful! Look out! Watch out! Stop!)   (2) (3)
- Feelings, interests, tastes, preferences (e.g. I'm happy. I'm sad. I'm excited. I like . . ., I love . . ., Do you like . . .? What's your favourite . . .? I like . . .the best. I prefer . . .)   (2) (3)
- Expressions of courtesy, social conventions and gestures: greetings, introducing, leave-taking, thanking, apologizing (e.g. Hi! Good morning! So long!)   (2) (3)
- Suggestions, invitations (e.g. Do you want to be my partner? Let's . . ., Come to my party. Do you want to work with me?)   (2) (3)
- Expressions to make rejoinders (e.g. It's your turn. What about you? What do you think? Repeat what you said.)   (2) (3)
- Expressions promoting harmonious exchanges and teamwork (e.g. That's a good idea! You're a good partner! Well done! Wow! Smart! You're a genius! Way to go, team! Let's go, gang! Great teamwork! Not too loud! There are five minutes left. Do we have our pencils?)   (2) (3)

• VOCABULARY

- Vocabulary related to action words frequently used in class   (2) (3)
- Vocabulary related to the immediate environment (e.g. classroom, premises, school staff, identification and description of self and others)   (2) (3)
- Theme-related vocabulary (e.g. sports, recreation, pastimes, food, animals, clothing, special events)   (2) (3)
- Personal pronouns   (2) (3)
- Alphabet   (2) (3)
- Cardinal numbers   (2) (3)
- Ordinal numbers: first to thirty-first, last   (2) (3)
- Colours and shapes   (2) (3)
- Prepositions and location words (e.g. left, right, in, on, under, behind, in front of, beside, between)   (2) (3)
- Expressions of time (e.g. years, months, weeks, days of the week, number of minutes, hours, seasons)   (2) (3)
- Question words (e.g. who, what, when, where, why, how many)   (2) (3)
- Yes/no questions (e.g. Do you have . . .? Do you want . . .? Do you like . . .?)   (2) (3)

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STRATEGIES

• COMPENSATORY

– **Delay speaking** (buying time to think out a response) — ② ③

– **Asking for help or clarification** (requesting assistance, repetition or precision) — ② ③

– **Circumlocution** (making up for the lack of a precise word or expression) — ③

• LEARNING

– **Self-monitoring** (questioning the pronunciation of new words read or heard, using and selecting the appropriate strategies, checking and adjusting one's ongoing performance) — ② ③

– **Self-evaluation** (reflection on what has been learned) — ② ③

– **Planning** (asking oneself: What am I supposed to do? In what order? What resources do I need? What could I listen to or read? What should I say or write? How will I say it or write it?) — ② ③

– **Attention** (paying attention and concentrating on the right things) — ② ③

– **Use of prior knowledge** (drawing on one's background knowledge as a source of information) — ② ③

– **Predicting** (foretelling based on prior knowledge, topic, task at hand, title, pictures, glancing through a text) — ② ③

– **Infering** (making intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual cues, intonation, patterns) — ② ③

– **Practice** (repeating, rehearsing, regrouping, integrating and assimilating key functional language expressions) — ② ③

– **Resourcing** (making use of human and material resources: word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology) — ② ③

– **Note-taking** (writing down relevant information) — ② ③

– **Skimming** (reading through a text quickly to get an overview of it) — ② ③

– **Scanning** (looking for specific information in a text) — ② ③

– **Cooperation** (working together, learning together, helping each other) — ② ③

– **Risk-taking** (daring to speak English only, experimenting with known language, attempting to integrate new language) — ② ③

– **Accepting not being able to understand everything listened to or read** — ② ③

LANGUAGE CONVENTIONS

• (GRAMMAR, PHONOLOGY, PUNCTUATION AND SPELLING)

– Word order: — ② ③
  - simple sentence — ② ③
  - position of adjective (e.g. red book) — ② ③

– Regular plurals (e.g. book—books) — ② ③

– Articles — ② ③

– Verb tenses (e.g. imperative, present progressive, present indicative, past, future) — ② ③

– Intonation and pronunciation for the functional language frequently used in class — ② ③

– Punctuation: capital letter at the beginning of a sentence, period at the end of a sentence, question mark, commas between items in an enumeration — ② ③

– Spellings:
  - found in explicit models and resources targeted for carrying out tasks — ② ③
  - found in open-ended models and resources targeted for carrying out tasks — ② ③

TEXT COMPONENTS

- Connecting words (e.g. once upon a time, first, next, finally, and they lived happily ever after, two years later, on my way home, and, but, if) ❷ ❸

- Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents ❷ ❸

- Overall meaning ❷ ❸

- Key elements:
  - person, character, animal, object, place, setting ❷
  - facts, plot, storyline, sequence of events ❸

CULTURAL PRODUCTS

- Texts, media, games (e.g. nursery rhymes, stories, songs, books, biographical sketches, films, games, magazines, poems, CD-ROMs, educational TV, Internet sites) ❷ ❸

- Famous people (e.g. authors, actors, astronauts, singers, athletes, visual artists, heroes, inventors, scientists, historical characters) ❷ ❸

- Origin of names (e.g. family names, businesses) ❷ ❸

- Landmarks (e.g. buildings, bridges, statues, businesses, streets, villages, towns and cities) ❷ ❸

- Traditions related to celebrations and special events (e.g. birthdays, Halloween, Christmas, Earth Day, Thanksgiving, St. Patrick's Day) ❷ ❸

- Idiomatic expressions (e.g. He's on cloud nine. It's raining cats and dogs. Break a leg. The cat's got her tongue. That rings a bell.) ❷ ❸

Use of Information and Communications Technologies

The following ICT can be used with:

Competency 1, To interact orally in English

- Use of computer with one or more partners to carry out various activities

- Use of interactive CD-ROMs, software and Internet sites to practise spoken English

- Use of a digital video camera to film interviews, sketches and other activities

- Correspondence by voice e-mail

Competency 2, To reinvest understanding of oral and written texts

- Use of interactive stories, encyclopedias and visual dictionaries on CD-ROMs and DVDs

- Use of entertaining Internet sites: stories, songs, news about famous people, etc.

- Use of Internet sites for consultation, data-gathering and documentary research

- Following instructions and procedures on the computer to carry out activities

- Production of videos

- Use of CD-ROMs, interactive software and Internet sites to consolidate and enrich learning

Competency 3, To write texts

- Use of word-processing, drawing and publishing software

- Use of reference tools on CD-ROMs, DVDs and Internet

- Publication of information on Web pages

- Participation in discussion forums

- Correspondence by e-mail

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2. Catalan languages program Cycle 2 - First foreign language

Primera llengua estrangera

DIMENSIÓ COMUNICATIVA

Parlar i conversar

- Participació activa en els intercanvis orals: formulació de preguntes, simulacions i diàlegs, en el context de l'aula i pròxims a l'alumnat.

- Reproducció i memorització de textos breus orals com cançons, poemes i rimes, amb acompanyament d'elements no verbals que ajudin a la comprensió de la llengua.

- Participació activa en les interaccions orals emprant la pronunciació, l'entonació, ritme i expressions orals habituals d'ús a l'aula i valorant i respectant les normes que regeixen la comunicació (torns de paraula, to de veu, gest adequat i rols).

- Producció de missatges breus orals que permetin parlar sobre la vida quotidiana al centre o en els entorns més propers de l'alumnat tant en activitats individuals com en grup.

- Ús de les estructures pròpies de la llengua estrangera en les produccions orals.

Escoltar i comprendre

- Comprensió d'instruccions (rutines, ordres, etc.) simples i encadenades d'actuació a l'aula.

- Comprensió de missatges quotidians d'intercanvi social: saludar, acomiadar-se...; missatges d'ús freqüent a l'aula; la data, el temps (atmosfèric i l'hora), l'assistència; informacions personals sobre gustos, habilitats, sentiments, característiques físiques, rutines, entre altres.

- Identificació del lèxic bàsic d'un tema específic amb ajut d'il·lustracions o sense.

- Audició i comprensió global de textos orals de tipologia diversa, en diferents suports i formats (diàleg, relat, descripció) i amb un grau de dificultat adequat al nivell.

- Ús guiat d'estratègies de comprensió: anticipació del contingut, formulació d'hipòtesis, verificació, identificació de paraules clau.

- Comprensió de textos de tipologia diversa procedents de mitjans diversos i en diferents formats per accedir a una determinada informació i aprendre.

- Respecte i esforç d'atenció, comprensió i valoració per les intervencions orals dels altres.

Llegir i comprendre

- Comprensió de textos senzills en suport paper i digital i de temàtica variada per copsar el sentit general i extreure'n informació per a la realització de tasques concretes o com a gaudiment de la lectura.

- Utilització de tècniques de lectura apreses en les llengües d'aprenentatge del centre que ajudin a la comprensió del text i que permetin la deducció del significat dels mots i expressions (predicció, suposició).

- Utilització de diccionaris il·lustrats en format paper i digital per comprendre el significat del lèxic nou.

- Interès per la lectura de textos com a font d'informació i de plaer.

- Ús dels recursos de la biblioteca d'aula i escola com a font d'informació i de plaer.

Escriure

- Producció de missatges breus relacionats amb situacions de la vida quotidiana, a partir dels models treballats a l'aula.

- Escriptura de textos breus seguint models treballats a l'aula amb una finalitat comunicativa, utilitzant, quan calgui, els recursos que ofereixen les TIC o d'altres llenguatges.

- Producció de textos a partir de models i incorporant expressions i frases senzilles conegudes i treballades oralment per transmetre informacions rellevants relacionades amb els temes de treball.

- Aprofitament de les tècniques i recursos de producció escrita apreses de les altres llengües del centre per a la producció de textos.

- Ús de les estructures pròpies de la llengua estrangera en les produccions escrites.

- Interès per la bona presentació i edició dels textos produïts.

Coneixements del funcionament de la llengua i del seu aprenentatge

- Reconeixement i ús de lèxic, formes i estructures bàsiques pròpies de la llengua estrangera, prèviament utilitzades.

- Associació de grafia, pronunciació i significat a partir de models escrits i expressions orals. Ús intuïtiu de la descodificació.

- Ús d'habilitats i estratègies per aprendre nou lèxic, expressions i estructures (repetició, memorització, associació, utilització de suports multimèdia) de forma individual, però també en grup.

- Ús de recursos TIC amb suports multimèdia per al treball de vocabulari bàsic i d'ampliació i d'estructures lingüístiques de la llengua estrangera.

- Ús de recursos que ajudin a l'aprenentatge de la llengua (memorització, recitació, associació de mots) i reflexió sobre el propi aprenentatge, especialment per captar els petits avenços que s'assoleixen.

- Valoració i confiança en la pròpia capacitat per aprendre una llengua estrangera com a instrument per a la realització de tasques, com a eina d'aprenentatge i d'accés al coneixement i com a llengua de comunicació dins i fora de l'aula.

DIMENSIÓ PLURILINGÜE I INTERCULTURAL

Llengua catalana, castellana i primera llengua estrangera

- Valoració de la llengua com a instrument de comunicació, d'aprenentatge i d'aproximació a d'altres cultures i obertura a la diversitat de llengües i cultures del món.

- Valoració de la llengua i cultura catalanes, a partir del coneixement i valoració d'altres llengües i cultures presents a l'aula.

- Valoració de conèixer altres llengües que la pròpia per poder comunicar-se amb més gent, buscar informació a Internet, llegir textos.

- Valoració de la pròpia identitat lingüística i de la riquesa que representa poder parlar més d'una llengua.

- Actitud positiva d'interès i de confiança davant de la diversitat de llengües i cultures.

- Acceptació positiva de l'altre, del diferent, de la diversitat lingüística i cultural i actitud receptiva cap a persones que parlen altres llengües i tenen altres cultures diferents i interès a comprendre-les.

- Actitud crítica davant estereotips lingüístics i audiovisuals que reflecteixen prejudicis racistes, classistes o sexistes.

- Ús d'un llenguatge no discriminatori i respectuós amb les diferències.

- Consciència que hi ha famílies al si de les quals es parlen diverses llengües.

- Consciència positiva i coneixement de la varietat lingüística (llengües diferents o varietat d'una mateixa llengua) existent en el context social i escolar, a partir de persones conegudes, anuncis, cançons. Identificació de semblances i diferències.

- Coneixement d'algunes llengües d'Espanya i valoració positiva de la riquesa que suposa aquesta diversitat.

- Coneixement del fet que al món hi ha llengües molt diverses i que cada llengua té diferents regles.

- Coneixement que hi ha escriptures diferents i que un mateix alfabet pot servir per a l'escriptura de diferents llengües.

- Interès i motivació pel coneixement del funcionament de distintes llengües i comparar-les per observar semblances i diferències.

- Recerca, percepció i anàlisi de la realitat multilingüe i pluricultural de les famílies i l'entorn de l'alumnat (a partir de persones conegudes, anuncis, cançons, objectes, documents, rètols d'establiments) identificant semblances i diferències.

- Identificació en produccions de diferents llengües romàniques (o d'altres llengües) de paraules que s'assemblen, arriscant-se a trobar el significat usant estratègies de comprensió (hipòtesis, inferències).

- Coneixement d'algunes semblances i diferències en els costums quotidians i ús de les formes bàsiques de relació social als països on es parla la llengua estrangera i al nostre.

- Identificació de paraules de llengües diferents que s'assemblen i de la relació amb el seu significat.

- Percepció de les dificultats de comunicació amb persones que parlen altres llengües i plantejament de possibles solucions verbals i no verbals per resoldre les situacions.

- Identificació dels comportaments i rituals (sobretot socials, com les salutacions i els comiats) que són característics de la llengua estrangera.

- Ús de la llengua estrangera per expressar i manifestar sentiments i afeccions en situacions d'aula.

- Valoració positiva de les diferents activitats culturals i lingüístiques del centre en què s'utilitza la llengua estrangera i participació activa en aquestes.

- Valoració de les produccions tradicionals i actuals (rimes, cançons, contes, textos breus) de la llengua estrangera.

- Actitud positiva d'interès i de confiança davant de l'aprenentatge de llengües estrangeres per conèixer altres llengües i cultures.

Primera llengua estrangera

- Captar el missatge global i específic de les produccions i interaccions orals més habituals que es produeixen a l'aula.

- Captar el sentit global de missatges orals i escrits sobre temes familiars, coneguts i d'interès.

- Emprar la llengua estrangera en situacions pròpies d'aula.

- Produir textos orals seguint un model i atenent a la pronunciació, ritme, entonació per explicar fets i conceptes relacionats amb ell mateix, el món que l'envolta o per transmetre informació d'altres àrees curriculars.

- Extreure informació de textos escrits lligats a temes coneguts i amb una finalitat comunicativa concreta.

- Escriure frases i textos curts significatius en situacions quotidianes i escolars a partir de models amb una finalitat determinada i amb un format establert, tant en suport paper com digital.

- Usar algunes estratègies per aprendre a aprendre, com demanar aclariments, comunicar amb gestos, utilitzar diccionaris il·lustrats i identificar alguns aspectes personals que ajudin a aprendre millor.

- Mostrar un cert grau d'autonomia a l'hora de resoldre les situacions d'aprenentatge.

- Conèixer i valorar la diversitat lingüística (entre llengües diferents o dintre d'una mateixa llengua) i cultural de l'entorn, amb actitud de respecte cap a les persones que parlen altres llengües i tenir interès a comprendre-les.

- Valorar la llengua estrangera com a instrument de comunicació i participar amb interès en les activitats en què s'usa la llengua estrangera.

- Comparar produccions de diferents llengües per trobar-hi semblances i diferències.

- Tenir una actitud crítica cap als estereotips lingüístics que reflecteixen prejudicis racistes, classistes o sexistes.

3. Catalan languages program Cycle 3 - First foreign language

Primera llengua estrangera

DIMENSIÓ COMUNICATIVA

Parlar i conversar

- Interacció oral a l'aula en situacions reals o simulacions amb progressiva autonomia i eficàcia.

- Producció d'instruccions de treball i d'actuació a l'aula.

- Formulació de preguntes i respostes a missatges quotidians d'intercanvi social i relacionats amb el contingut temàtic que es treballa, prestant atenció a l'entonació i la pronunciació adequades.

- Participació activa en les interaccions orals a l'aula emprant la pronunciació, l'entonació, el ritme i les estructures orals treballades i respectant les normes bàsiques de comunicació (torn de paraula, to de veu).

- Reproducció i producció de textos orals com cançons, poemes, rimes, narracions i textos breus relacionats amb continguts curriculars d'altres àrees o amb la pròpia àrea, emprant el llenguatge verbal i no verbal.

- Ús de les estructures pròpies de la llengua estrangera en les produccions orals.

- Exposició oral individual o en grup de temes treballats i utilitzant tots els suports visuals i informàtics disponibles.

- Interacció en converses breus ja treballades en situacions de similitud a la realitat o relacionades amb la realitat escolar.

- Valoració de les produccions orals com a expressió del propi aprenentatge.

- Disposició per superar les dificultats que poden sorgir en una interacció tot utilitzant estratègies que facilitin la comunicació (repetició, utilització d'exemples, gest, imatges).

Escoltar i comprendre

- Comprensió d'instruccions de treball i d'actuació a l'aula.

- Comprensió de missatges quotidians d'intercanvi social (saludar, acomiadar-se, felicitar, disculpar-se, demanar permís, donar les gràcies, comentar festes i sortides, adonar-se de les novetats a l'aula) i de missatges relacionats amb el contingut temàtic, procedència geogràfica, professions, adreces, suggeriments.

- Identificació del lèxic i expressions bàsiques d'un tema específic.

- Comprensió global i específica de textos de tipologia i contingut divers i en diferents suports i formats i extracció d'informació per a la realització d'una tasca concreta o com a reforç/ampliació dels coneixements.

- Audició i comprensió de textos orals i audiovisuals (diàlegs, narracions, descripcions, instruccions de jocs, receptes) adequat al nivell i a l'edat, que facilitin la interacció entre l'alumnat.

- Distinció per l'entonació entre una pregunta, una exclamació i una instrucció o una frase.

- Interès i esforç a comprendre les produccions orals a l'aula.

Llegir i comprendre

- Lectura de textos de tipologia diversa, en suport paper i digital, per copsar el sentit general i extreure'n informació per a la realització d'una tasca concreta o com a reforç/ampliació dels coneixements ja treballats.

- Comprensió d'informacions relacionades amb continguts de diferents àrees curriculars i presentades en diferents suports.

- Utilització de tècniques de lectura apreses de les altres llengües del centre que ajudin a la comprensió del text i que permetin la deducció del significat dels mots i expressions (predicció, suposició).

- Utilització de diccionaris en format paper i digital per comprendre el significat del lèxic nou.

- Gaudiment de la lectura de textos reals i adaptats adequats a l'edat.

- Ús dels recursos de la biblioteca d'aula i escola com a font d'informació i plaer.

- Ús de les TIC per a la recerca guiada de la informació en la realització de tasques específiques.

Escriure

- Producció de paraules, expressions i textos relacionats amb situacions de la vida quotidiana.

- Producció de textos (descripcions, diàlegs, narracions, poemes) d'extensió controlada seguint models treballats a l'aula amb una finalitat comunicativa, utilitzant, quan calgui, els recursos que ofereixen les TIC o d'altres llenguatges.

- Ús dels recursos TIC per establir contactes amb d'altres persones i comunicar-se en la llengua estrangera i per a la presentació, edició i publicació de textos.

- Reconeixement de les estratègies bàsiques (transferides de les llengües escolars) que són necessàries per a la producció de textos escrits segons la tipologia treballada.

- Ús de les estructures pròpies de la llengua estrangera en les produccions escrites.

- Interès per la presentació acurada dels textos escrits.

Coneixements del funcionament de la llengua i del seu aprenentatge

- Reconeixement i ús de les similituds i irregularitats bàsiques i formes gramaticals pròpies de la llengua estrangera des d'una visió comunicativa i d'ús.

- Reconeixement i ús de les estructures bàsiques pròpies de la llengua estrangera prèviament utilitzades.

- Reflexió i aprofitament de les tècniques i recursos de producció escrita d'altres llengües per a la producció de textos escrits propis.

- Recerca de diferents fonts i models per ajudar-se a la composició de textos propis.

- Selecció de models molt estructurats que permetin accedir a la producció pròpia de textos.

- Utilització de recursos que ajudin a l'aprenentatge de la llengua, com la memorització, la recitació, l'associació de mots, el reconeixement d'estructures bàsiques.

- Progressiva autonomia en l'aprenentatge: reflexió sobre el procés, organització i planificació del treball, acceptació de l'error, autocorrecció i autoavaluació de tot el procés d'aprenentatge propi.

- Reconeixement i ús de la llengua estrangera com a eina d'aprenentatge, d'accés i organització d'informació i transmissió de coneixements.

- Confiança en la pròpia capacitat per aprendre una llengua estrangera i valoració del treball cooperatiu.

Primera llengua estrangera

- Captar el missatge global i específic de produccions i interaccions orals variades procedents de diferents contextos relacionats amb els alumnes i el seu entorn més proper.

- Expressar-se amb certa fluïdesa davant les produccions i interaccions orals més habituals en l'àmbit escolar i personal.

- Participar amb naturalitat en les interaccions orals (fer preguntes, demanar aclariments o disculpes, donar les gràcies) i mostrar interès en les produccions orals pròpies i respecte per les produccions orals dels altres.

- Emprar la llengua estrangera amb correcció tenint en compte l'entonació, el ritme i les estructures pròpies per transmetre informacions diverses d'acord amb una finalitat comunicativa i emprant els recursos disponibles.

- Fer petites exposicions orals individuals o en grup de temes relacionats amb les diferents àrees del coneixement.

- Comprendre el sentit global i informació específica de textos escrits de tipologia diversa i en diferents suports i formats.

- Elaborar textos escrits senzills tant en suport paper com digital segons un model i tenint en compte el destinatari/ària, el tipus de text i la finalitat comunicativa.

- Tenir cura i interès per les produccions escrites així com pels elements que en són propis (correcció, planificació, contextualització, revisió).

- Valorar i reconèixer les diferents estratègies que ajuden a prendre consciència del propi aprenentatge i mostrar un cert grau d'autonomia a l'hora de resoldre situacions d'aprenentatge.

- Actitud de respecte cap a les persones que parlen altres llengües i interès a comprendre-les.

- Valorar la llengua estrangera com a instrument de comunicació amb altres persones i cultures, interessant-se per les produccions tradicionals i actuals en llengua estrangera.

- Saber comparar produccions de diferents llengües per trobar-hi semblances i diferències i canviar el punt de vista personal per poder comprendre altres maneres de veure el món.

- Tenir interès a solucionar els problemes de comprensió i comunicació que es produeixen en contextos multilingües, sabent adaptar els missatges.

- Usar un llenguatge no discriminatori i respectuós amb els altres i ser crític amb els prejudicis racistes, sexistes i classistes.

4. Intensive English Guide

Intensive English as a Second Language

A Mini-guide

First Steps in Intensive ESL

A handbook to guide teachers of Intensive English as a second language
in Quebec elementary schools

June 2003

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PREFACE

As the popularity of Intensive models increases across the province and in light of the Reform in Education, the need to provide guidelines for integrating elements of the new curriculum has become necessary. A Mini-guide for Intensive ESL is intended for teachers taking their first steps in the Intensive classroom.

This guide offers a variety of paths that will allow teachers to discover or rediscover the Intensive ESL classroom. The pedagogical intent of all intensive ESL instruction must heighten the relevance of the educational project of a school by integrating the values it promotes. Within the guide, you will find the contributions of experienced teachers which include their most successful planning and teaching strategies, classroom settings, and more. The ideas and activities presented are flexible and applicable to all models of Intensive. Teachers can adapt them to their individual situations and tailor the teaching/learning content to their students' needs and to the model chosen.

The first section provides information about the orientations of the Quebec Education Program. The second deals with enriching the environment for optimal language learning. Important elements for getting the students involved are presented in the third section, while teaching, learning and evaluating are dealt with in section four. What guide would be complete without an inventory of the tools of the trade? They are found in section five. We thought it was necessary to include a last section on other considerations relevant to the Intensive ESL classroom. As this is by no means an exhaustive exploration of what goes on in Intensive, it is our hope that you come away enriched and ready to add your own style to our suggestions.

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The Quebec Education Program for English as a second language is the basis for all intensive instruction in Quebec. Intensive ESL at the elementary level provides a unique experience through which the students acquire a solid foundation for the development of their competencies in English, and the ability to see and interpret the world in a different way.

The three characteristics that define Intensive ESL are:

- the increased amount of time allotted to the teaching of English (40% or more of the total teaching time)
- the concentration of the teaching time
- the enrichment of the MEQ elementary ESL program

(The New Implementation Guide, p. 9)

The joy of teaching Intensive ESL may be tempered by the apprehension generated when the teacher starts thinking about the teaching time to cover. The flow of questions begins: What am I going to...? Is there a program? Do you know someone who...? Are there any books that...? After all these questions, one realizes that it all comes down to planning and finding resources.

The reality is that ESL specialists become Intensive ESL *homeroom* teachers and this requires some adjustment. Certainly the planning of learning situations takes on a new scope as the luxury of more class time is now provided to achieve the goals of language learning. The specific "goal of an Intensive English instruction model is to make students functional in the second language in everyday life situations...the increase and concentration of time will allow students to achieve a higher level of competency in the second language" (The New Implementation Guide, p. 9).

We believe that Intensive ESL is an exciting and successful model for the efficient learning of English. The Intensive ESL classroom is an environment rich in opportunities to bring the world to the learner's doorstep. This mini-guide is offered in the hope that it will promote a smooth start in a new ESL adventure, and to encourage teachers to share the exciting discoveries made through classroom experiences.

ORIENTATIONS OF THE ESL PROGRAM

The Quebec Education Program (QEP) is defined by its competency-based approach. It is meant to promote the development of cross-curricular and subject-specific competencies in authentic learning situations for which the broad areas of learning provide a context. The QEP emphasizes the development of communicative competencies beyond the sole acquisition of vocabulary and structures; students are therefore propelled to use their growing knowledge and skills to find an appropriate answer to a question or the solution to a problem. This new approach demonstrates the change of focus in the teaching/learning continuum which places the students at the centre of their own learning.

Reading the introductory chapters of the Quebec Education Program and understanding its fundamental aspects will facilitate the pragmatic exploitation of the ESL curriculum. It will provide insight on the emphasis placed on integrated learning "in order to help students perceive the connections between their various learnings" (QEP, p.5).

The increased timeframe in the Intensive classroom enriches the teaching and learning. What a great opportunity to show students how their learnings are integrated under the roof of ESL! The introduction of two-year cycles along with the collaboration of same-cycle teachers will help to fulfil the different needs of the students.

ENRICHING THE ENVIRONMENT

Even experienced teachers get the first-day jitters, so imagine how the students feel when they enter the Intensive classroom. It is important to establish English as the language of communication from the very start; the students expect it and deserve it. It's as if the students were travelling to an English-speaking location, where they would be faced with the reality of listening to and trying to speak a language they are not completely familiar with.

Overcoming the difficulties of language learning is part of the learning process. It makes the students more adept learners and prepares them for the challenges to come. Therefore, language learning strategies presented in the ESL program must be explicitly taught to enable students to develop the tools they need to discover the English-speaking world around them.

Developing the unique characteristics of the Intensive classroom is vital for increasing the level of language communication. The students should see and feel that this classroom is different from other classrooms. The following section includes some practical ways in which enriching the environment can enhance learning and contribute to the unique character of the Intensive classroom.

A special place

> "... ESL learning requires a rich and stimulating linguistic and cultural environment where English is the language of communication."
>
> (Programme de formation de l'école québecoise, English as a Second Language, p. 98).

Students are about to embark on an exciting learning journey. It is the teacher's responsibility to make it as pleasant and engaging as possible by creating an environment where learners can function successfully. A teacher's personal approach to teaching and learning has a significant impact on building class spirit. Simple things like a joke, a smile, a personal slice of life, an enthusiastic attitude will be fruitful and reward-

ing. Students will feel more secure in class if they are given encouragement. This can be done briefly without interrupting the flow of the class activity.

When entering the classroom, the students should see signs of the language they will be practising. Posters and illustrations with captions in English, everyday expressions, learning strategies, illustrations of team work will certainly arouse their curiosity and interest and provide support for learning. Changing the display of posters or moving them around from time to time is also recommended to maintain an on-going relevance to the class activities.

Physical arrangement

The physical arrangement of the classroom also helps to create an atmosphere conducive to the use of English at all times. The Intensive ESL classroom should offer an ideal environment for students' interactive and cooperative work.

Some elements of the English culture may be displayed around the room to show the students the similarities and differences with their own culture. Video store posters of current movies, ads from newspapers, magazines, comic books, boardgames are just a few examples of the paraphernalia that can enhance the classroom atmosphere. An area should be left for students to display their own work.

In order to promote oral interaction, the classroom setting should allow for different groupings of students. For example, the diagram below illustrates how the groupings can facilitate pair work or group work with a minimum of movement. The desks are placed in two sets of two along each side of the room. In all, there are four sets of four desks on each side of the room with the teacher's desk to one side. In the middle is a large rectangular space used for small or large group activities. This particular setting is ideal for less autonomous students who may be off-task when the desks are placed in islands of four. In turn, this setting accommodates the shy students in that they have the

option to work in their pair or as a group.

Classroom Setting Example
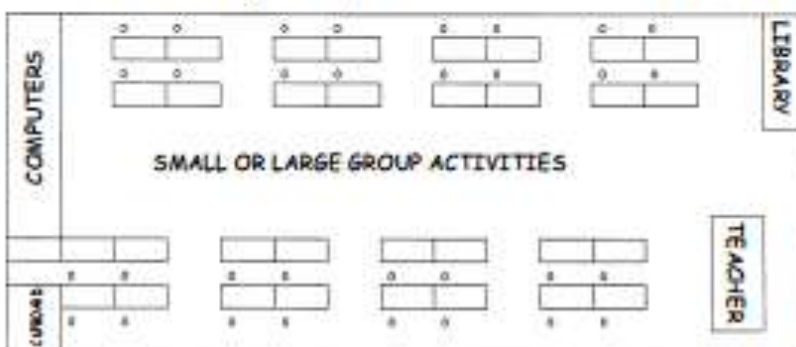
English-only zone

The Intensive English classroom should be considered an English-only zone from the very start. All school personnel should be informed of this fact since they will be greeted by "Hello, come on in" when they knock on the door. If the person is willing to try speaking English, this will surely encourage the students. In the case where someone is unable to get the message across in English or feels more comfortable in French, the teacher and students must be understanding because tolerance is an important value to teach.

Concerning the English-only rule, we found some teachers who speak only English from the very start, others who speak French only in the morning of the first day and still others who use mostly English but explain the school rules in French. Students have acquired some functional language in their previous ESL classes, although perhaps not enough to get them through a whole day in English. For this reason, it is quite natural for the students to express themselves in their mother tongue and they can be given some latitude during the first week.

In order for the students to believe that English can be spoken in the classroom from day one, all activities must be presented in such a way that the language necessary to accomplish the tasks is given to them (displayed on the board or posters, modelled by the teacher, practised several times as a whole group, etc). This empowers the students to use English, and there is less of a need for them to revert to French. A wel-

come sign in English can be posted on the classroom door or a "magic line" may be drawn or taped on the floor of the doorway to make a clear statement of the uniqueness of the class.

The challenge for both students and teachers is to limit the spontaneous utterances in French. One way is to have the students ask: "May I speak French, please?" before doing so. However, the teacher, being the language model in the classroom, should be speaking English at all times with few exceptions. For example, if an urgent need arises to address a student or students in French, this should be done in a neutral zone or by using "time-outs". One teacher devised a technique to facilitate quick interventions by placing a hula-hoop on the floor and designating it a French-speaking space within the English-speaking classroom. Others draw a semi-circle around the door and reduce its size gradually. Care should be taken to prevent an overuse of these tricks as students develop their oral competency in English.

Comfort zone

Although we insist on creating an English-speaking environment, every effort should be made to reduce the anxiety the students may experience at the start. For this reason, a comfort zone can be created by incorporating the ideas previously mentioned, and by including a time to reflect, in French, on how the students feel about this new challenge. Their feelings need to be acknowledged as they push themselves to use English. The fears of those who think they are not doing as well as others need to be calmed as well. This reflection will enable students to renew their commitment, to push back their own personal limits and to curb their desire to compare themselves to others around them. A suggested time for this type of reflection, is every second day or so, the first week and then at the end of the next two weeks.

One teacher suggested an idea to ease frustrations in the first weeks: each student has an envelope in his or her name in which other students can deposit messages of encouragement in French. A specific time is

set aside to hand out the messages. This can be done at the beginning and can be continued later as a fun activity except that the messages are in English. By the end of the first month, the students are more at ease and less frustrated while communicating in English only.

Remember also, that the more active the students are in the learning process, the more exposure to the target language they get, the more likely they are to take risks and interact in English.

Risk-taking

Risk-taking as a language-learning strategy is extremely beneficial to second language learners. As students are encouraged and taught to take risks, they learn to accept errors as part of the learning process. Slowly but steadily, students will push their limits further and communicate in English even though they risk making mistakes. As this happens, students rapidly gain ownership of the language.

To encourage students to take risks, to speak English at all times, some teachers develop a reward system. Regardless of the method chosen, setting class goals and discussing the challenges of communicating in English, during time-outs, will help create a sense of community where students support each other while they gain in confidence.

Frequent reminders from the teacher may be necessary at the beginning. Before long, most students will start to recognize the benefits of the successful strategies they are using.

ESTABLISHING A COMMUNITY OF LEARNERS

Class rules, chores and routines are a constant in every class. They are collective as well as individual and serve as a means of establishing a sense of belonging. Below are some examples for the smooth functioning of the Intensive ESL class.

Class rules and agreements

By the time the students get to the intensive classroom, they are already familiar with codes of conduct and classroom rules. Establishing class rules from the very start is essential, but teachers may wish to add class agreements that reflect the values we want to instil in our students. They may be expressed in statements such as: *We agree to show respect, we agree to be responsible, we agree to show appreciation, we agree to participate* etc.. Action words with illustrations will facilitate comprehension of each value. Requiring students to sign the class agreements poster will encourage personal involvement especially if the concrete actions or behaviours associated with these values are discussed and perhaps reflected upon.

The rules and agreements can be decided upon jointly and may change as the need arises but they should always be displayed in clear view of everyone and a copy should be given to each student. Creating the class rules with the students is a good opportunity to foster ownership and belonging. Remember, it is better to have few rules and adhere to them rather than have many and not be able to apply them.

Classroom goals

A common classroom goal is one way for the group to collectively take control of their learning. The teacher may suggest a general goal for the whole session and the class may choose weekly goals. A general goal could be: *We are here to learn as much English as possible; We communicate in English at all times; We encourage each other and share our ideas*, etc..

The weekly goals can range from: *I will encourage a classmate to take risks; I will be proud to share my successes with my classmates; I will try to speak or*

listen to English at home, etc.. Don't forget to display the goals in a visible area and refer to them regularly to ensure that the class is on the right track. You could even create a chant, a rhyme or a cheer and have everyone say it as a reminder and for encouragement.

Personal goals

In conjunction with the classroom goals, students should work on personal goals which may be written in their agendas or in a self-evaluation section of their personal portfolios at the beginning of every week. These goals may range from: *I will remember to call my partner on time; I will stop comparing my English abilities to others around me; I will check what I write more carefully; I will ask for help when I don't understand; I will be patient with myself when I make mistakes*, etc.. These personal goals are important as they give the teacher insight into the problem areas and help create differentiated learning situations according to learner needs. The teacher circulates and checks the goals perhaps putting a sticker beside it to provide encouragement and to indicate that he or she has read the goal. This is a wonderful opportunity for one-on-one praise and words of guidance from the teacher and a great way to start the week. Students are encouraged to voice their satisfaction with the progress they are making and their resolve to improve in spite of setbacks.

Classroom routines

Establishing a community of learners implies finding a place for everyone within the classroom. Classroom routines are actions that the students perform on a daily basis. The nature of the routines may vary: for example, filling out the daily calendar, being in charge of the portfolios, cleaning the board, collecting and distributing materials, taking attendance, taking lunch orders (for schools with a cafeteria), watering the plants, recycling, writing the homework on the blackboard, etc. These are chores or tasks that the students may take turns accomplishing while using some related language.

Other routines are more language-centred i.e. involve a broader use of English: for example, question period, journal writing, show and tell, the morning weather report, correction of homework, TV show report, events in the news, silent reading period, working on an assignment individually or with a partner, changing cooperative team roles, etc.

Homework

The amount and the frequency of homework depend on the intensive model selected in the school. If the model chosen is 5 months/5 months, most teachers recommend giving homework every day of the week except Friday. An average of 1.5 hours a night is appropriate. Another option is a weekly schedule of homework from Wednesday to Wednesday thus allowing students to catch up or get ahead during the weekend. Other models will require consultation with the homeroom teacher to schedule homework jointly.

Here is an example of a daily homework schedule (three assignments):
* watching TV and/or reading
* working on a project and/or calling a telephone partner*
* reviewing and/or studying

* Please keep in mind that you will need parental approval for a telephone chain.

Homework does not have to be the same for everyone. It could be a task that needs improvement or completion. Some students may require more time to accomplish tasks while others need to be given more challenging activities.

It is strongly advised to avoid giving monotonous and mechanical exercises or drills for homework. Instead, we recommend long and short-term assignments such as research for a project, reading for a book report, a TV show report, journal writing, etc. Another example may be to set up a student telephone chain. The teacher starts the chain by giving a message to a student who must call another student and repeat the message. This student calls another student, and so on. The following day, the last student to receive the message (the chain may have been broken) repeats it to the class. Another example may be to watch a TV program or the weather forecast for discussion time the next day.

Homework should be part of the learning situations and contribute to the development of cross-curricular and subject-specific competencies. Here are a few golden rules to keep in mind for an effective use of homework:

* instructions for the assignment are easy to understand
* homework has a purpose and is interesting to do
* time allotted is appropriate
* teacher and/or peers give feedback

Homework should be as authentic as possible. It should not be something new or something that can frustrate the students. Some parents will comment they are unable to help their child with their homework because they do not speak English. Remind them that the best help a parent can offer is encouragement. The child can even teach a parent how to say or write something. By doing this, the child's learning is reinforced, the parent feels involved in the process and the teacher does not end up with work done by the parents.

If a student brings back an assignment that appears to have been written by a parent, it may be necessary to call or send a note (in French) to the parent explaining the purpose of homework.

TEACHING / LEARNING / EVALUATING

Lesson planning and evaluation
Planning for the Intensive classroom takes on a new meaning for teachers accustomed to one or two periods of ESL a week. At last you have the luxury of time for the in-depth development of the competencies.

Teachers often begin their planning outside the classroom by gathering ideas while shopping in the grocery store or reading an article in a magazine. These ideas float around until teachers sit down and fit the pieces together to create complex learning situations. The students are then called upon, as a community of learners, to find appropriate answers to questions, to solve problems or to attain goals. Whether teachers are inspired by the surprise toy found in a cereal box or a song on the radio, their inspiration must be anchored in the broad areas of learning.

Lesson planning is essential to efficient and effective learning and teaching. When planning the learning situation, keep in mind that teaching, learning and evaluating are an integral part of the learning process. Evaluation does not take a back seat to the other aspects of the learning situation. Its role is to support the learning so that students may adjust their strategies while they are learning, and not only at the end. It is essential that students be made aware of how and when they will be evaluated. They may even be brought to discover the evaluation criteria on their own. Beyond evaluation and observation done by the teacher, integrated evaluation must allow students to be agents of their own progress through self-reflection, peer and self-evaluation.

The following outline summarizes some important points to consider when planning a learning and evaluation situation.

——— Planning a Learning and Evaluation Situation ———

Choose learning situation
- Title
- Description
- Duration

Consider:
> *Are the students solving a problem, answering a question, or attaining a goal that is*
> *complex and promotes the development of competencies?*
> *Is this learning situation realistic?*
> *Is it based on students' interest?*
> *Are there cultural references/products?*

Decide on the pedagogical intentions
- Broad areas of learning
- Choose broad area of learning
- Choose focus of development
- Cross-curricular competencies
- Choose cross-curricular competency/competencies
- Choose evaluation criteria
- ESL competencies
- Choose ESL competencies
- Choose evaluation criteria
- Choose essential knowledge (functional language, strategies, language conventions)

Evaluation

- Choose how and when evaluation will take place

Consider:

Are the criteria known to the students?

How will the criteria be presented?

Are the chosen criteria adapted to the pedagogical intention?

Are the criteria adapted to the students (level, cycle)

Are the tools appropriate?

Is the evaluation ongoing and interactive?

Classroom activity

- Preparing the tasks

Consider:

Organization

Activation of prior knowledge

Relevance of tasks to problem, question or goal

- Carrying out the tasks

Consider:

Construction of new knowledge

Modelling/guided practice/autonomous practice

Pedagogical approaches (different rates and styles of learning)

Guiding students through process

Explicitly showing how strategies help complete task

Ongoing evaluation/adjustment

Personalized outcomes

- Assimilation/transfer of learning

Consider:

Reflecting on the learning (students and teacher)

Reinvestment/transfer of new learning to similar and different contexts

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At the end of the day and of the learning situation, take time to reflect on what the students have learned, the adjustments that are needed, and what an appropriate follow-up would be. As a consequence of this reflection, homework assignments may be planned based on individual or collective needs. This type of reflection also permits the planning of future learning and evaluation situations.

The Framework for the Evaluation of Learning at the Preschool and Elementary Levels provides details and examples on the integrated role of evaluation as well as guidelines for formal and informal communication to parents. This document should be consulted for further information on this topic.

Portfolios

A portfolio is a purposeful collection of student work that exhibits processes, strategies, progress, and achievement over an extended period of time. Each entry in the portfolio includes a student self-assessment/reflection that is based on specific criteria. In other words, students are collecting, selecting and reflecting on what is included.

There are three basic types of portfolios:

- The working portfolio helps the students collect and comment on their work; it contains numerous pieces of individual or group work related to the development of the ESL and the cross-curricular competencies.

- The presentation portfolio requires the students to choose their best work to present to their parents and eventually to keep for high school. In so doing, the students exercise their critical judgement as they discuss the reasons for their selections at the same time as they assess their learning process and progress. The teacher may have input in some of the portfolio entries.

- The evaluation portfolio is somewhat similar to the presentation portfolio in the choice of pieces to include. However, the focus is more on the student's achievement and performance. This is ultimately used by the teacher for pedagogical purposes (remediation) and communication to the parents.

Students should be able to examine their work, explain their choices, generate criteria for good work, and establish their own guidelines for future assignments or tasks. In all cases, the portfolios should reflect the students' actual day-to-day learning activities.

"By examining the students' portfolios, teachers can evaluate students' strengths and weaknesses. This enables the teacher to talk regularly to the students about the competencies they are developing, their interests, and their attitude toward activities...These meetings are essential because, with the help of the teacher, students can assess the level they have reached. As part of preparing for promotion to the next cycle, students could be asked to choose pieces documenting their level of competency" (Evaluation of Learning at the Preschool and Elementary Levels, A Framework, MEQ, 2002 p.31).

The following table shows the relationship between various aspects of evaluation and the characteristics of the portfolio.

Evaluation and the Portfolio

PURPOSE	Evaluation	The Portfolio
	Is integrated into the dynamics of student learning	Involves students in their learning (as a tool for reflection)
Support for Learning	Must encourage students to play an active role in their evaluation activities and thus increase their accountability	Allows students to increase their ability to self-evaluate Teaches students to make choices Allows students to reflect on their procedures, strategies and accomplishments so they can become better learners
	Must be carried out in a way that respects diversity and difference and must seek ways to ensure the success of all students	Promotes feedback during the learning process, particularly during individual conferences Encourages students to understand themselves better and to reflect on their strengths, needs, errors, interests, challenges, objectives, etc.
	Involves the collaboration of all interested parties, while taking into account their respective legal responsibilities	Encourages interactive processes among students, teachers and parents
	Constitutes a process that involves making a judgment about the development of com-	Shows students' progress because it tracks performance over time Is used to assess competencies developed by students

Adapted from: *Utilisation du portfolio au primaire, 1er cycle*, sous-comité régional de la Montérégie, June 2001 (Evaluation of Learning at the Preschool and Elementary Levels, MEQ, 2002, p.32).

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EXPLORING THE TOOLS OF THE TRADE

Now that we have discussed enriching the environment, establishing a sense of belonging and lesson planning and evaluation, it is time to explore some tried and true activities and teaching/learning techniques for the Intensive classroom. Some of these will find meaning within the daily routines of the class, others, within the context of a learning situation.

Learning centres

Students should always be encouraged to further their learning through reading and writing. The physical arrangement of the classroom should allow for areas where both activities can be performed with ease, either individually or in small teams. The establishment of reading and writing centres will facilitate the use of reading and writing strategies and processes.

Learning centres can also promote interaction and project work by providing areas for shared reading of stories, listening to tapes or CDs, watching videos, discussing the topic of the day in pairs or small groups. They may also include computer stations, resource centres, or art centres, etc.

Journals

A journal is usually a notebook where students write freely on a topic of their choice or on a topic initiated by the teacher.

Having the students keep a journal has been suggested as a possible solution for two problems encountered by Intensive ESL teachers. One problem is the inclusion of students who are quite fluent in English, another is the lack of time to interact on a personal level with all the students. When they enter the classroom, students are usually eager to talk about their personal lives or an experience they had with English, etc. The journal channels this desire for communication and makes writing meaningful. Keeping a journal is also a good way to encourage writing for pleasure and may lead to creating a habit for life.

Here are some points to keep in mind before introducing the journal to your class:

- Students must be informed of the purpose of journal writing.
- They must be shown how to manage it (date, time, layout, etc.).
- Their first steps into journal writing may require some direction i.e. ideas.
- The time and length of the writing should be limited at first.
- It is necessary to give them explicit models of journal entries.

Dialogue journals and peer-response journals are two types that are frequently used. These journals allow the students to express their ideas, feelings and opinions while providing insight into their writing abilities.

- In the dialogue journal, the written exchange is between the teacher and the student. It becomes a vehicle for a two-way response. The teacher does not correct the writing but simply replies to what is written. If the student indicates a desire to have his/her work corrected, it should be made clear to the teacher.

- In peer-response journals, students become classroom pen pals exchanging comments of a personal nature or other communications.

Reader's Theatre

Reader's Theatre is a strategy for turning texts such as stories, fables, or poems into dramatic performances. This strategy enables readers to explore the " voices " within the text. Readers always have their text in hand; in other words, they do not memorize it. Also, unlike plays where parts are scripted in advance, readers in Reader's Theatre must break up the text into appropriate roles by themselves. These roles include both characters and narrators and they are assigned according to the abilities of the individuals participating. The text is never modified in Reader's Theatre.

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Because there is no memorization, Reader's Theatre makes it easier to introduce elements of drama into the classroom. The richest source of material is found in literature. Following are some of the characteristics to look for in prose and poetry:

Prose
- lots of dialogue
- strong characters
- action-oriented

Poetry
- good rhyme and rhythm
- short lines (easy to say)
- topics kids can relate to

Prose and poetry
- potential for sound effects
- language appropriate for students (for lower levels, short lines and repetitive elements are helpful)

Scripting: adapting texts

Scripting takes Reader's Theatre a step further. When students work on adapting a passage, parts can be deleted as long as the meaning is maintained, but you can never add sentences to an author's writing. In scripting students choose a piece of writing or a scene that has a good balance of dialogue and narration. Individual readers choose their roles and highlight their parts.

Practicing

Once the roles have been assigned, teams must practice in order to work on expression and gain fluency. Although practice can first be done sitting down, once some fluency is attained the group should rehearse standing up. When giving feedback to students on pronunciation, intonation, etc., address the character rather than the individual. Props should be kept to a minimum as Reader's Theatre relies much more on imagination than the typical play. At this point, sound effects, gestures, mime should be given more attention.

Performing

For students at lower levels of proficiency, we suggest choosing a very simple text and doing the reading in small groups so that the students become more familiar with this technique, As they gain confidence, they may be called upon to perform in front of the class. Make sure students have a good understanding of the text before getting them to perform. More difficult texts may be chosen as the students' level of competency increases.

At the start of the performance, the narrator gives the name of the text, introduces the characters and the context of the action. Throughout the performance, narrators and characters face the audience.

Suggestion

Videotaping students during rehearsal could be done to improve their delivery. Videotaped performances could be shown to other classes or parents. Students tend to make a greater effort knowing that their performance will receive public viewing.

Reading logs

A reading log is a record of the books or stories the students are reading individually. Students write the title and the author's name and, after each reading session, they spend a few minutes writing the page numbers and their personal reactions to the reading pas-

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sage. The purpose of this activity is to have students write their thoughts, feelings, and questions about the reading.

Here are some pointers for a better response to the reading: students may write about what they like or dislike, what they think might happen next, the memories it triggers, what they do not understand, words or phrases they want to remember. If the book is non-fiction, they may write about something that they have learned or they may want to share their insights with another student. The teacher can create a response sheet in the form of a chart to include some of the above guidelines. Finally, from time to time, the teacher assesses what is written in the log.

Shared reading

In shared reading, two students sit facing each other and take turns reading aloud from the same book. In this activity, students are honing their reading skills in a less intimidating environment. They can explain difficult words to each other because they are aware of the context and feel more confident asking for help and offering it as well. They can reflect on the story they are reading. Teachers should provide guidelines for discussion, for example: "Who was your favourite character and why? If you could change the ending what would you change?" etc. The teacher should set the time limit and may provide assistance while circulating.

Storytelling

Storytelling is a powerful technique for the development of listening and speaking skills, as the storyteller is able to captivate the audience's attention by using facial expressions, gestures and voice to convey meaning and feelings. The students get involved in the story because the action is dramatized right before them. In some cases, students may contribute to the dialogue by repeating in chorus recurring words or phrases throughout the text. Based on their experiences with storytelling, some teachers have made the following recommendations for the successful rendition of a story:

- Tell stories you like and feel comfortable acting out.

- Look for stories that have a simple plot, a lot of action, few characters, a clear climax, a satisfying ending and repetitive patterns.
- Be well prepared and well rehearsed.
- Analyze the story to determine the action, conflict and climax.
- Keep eye contact with the students.
- Consider the gestures, facial expressions, and intonation that will best create the mood beforehand.
- Outline the story for better understanding.
- Use props to spark and maintain interest.
- Pay attention to the students' reactions and adjust your delivery accordingly.
- Encourage predictions of subsequent events.
- Avoid systematic question-and-answer sessions; instead, teach how to retell a story using mime and props.
- Follow up on story-telling by having the students prepare and present a story to younger students; involve the whole class in preparing it.

Show and Tell

Students are always eager to share an item that is significant to them. Show and Tell and the variations presented below are enjoyable ways for students to share their personal interests. In Show and Tell, students are asked to find an object they would like to present to the class. It may be a personal collection, a sports-related item (trophy, skateboard), an invention, a favourite photograph, a music-related object (CDs, posters), souvenirs, etc. At the beginning of the semester the teacher can ask the students to prepare a minimum of 4 sentences that describe their object.

Examples of sentences are:
    This is my baseball cap.
    It is small.
    It goes on my head.
    It is dark blue and with yellow.
    I love my cap.

As some students are nervous about their first show and tell, their presentations should be short and simple (K.I.S.S. Keep It Short and Simple). Some students may have difficulty expressing themselves and understanding others. In order to minimize the negative impact on self-esteem and motivation, to estab-

lish and build peer support and to facilitate classroom management, presentations can be done in small groups of 3 or 4 students. The roles you assign for cooperative learning can be reprised for this activity.

Once the presentation is over, the other students in the group ask questions. The teacher should model and display sample questions such as: Who gave it to you? How much does it cost? What is it made of? When did you get it? At the beginning, expect students to have difficulty understanding and answering; they should be encouraged to voice their lack of understanding and use communicative strategies to compensate.

Show and Tell can be made progressively more difficult by increasing the number of sentences and by excluding certain types of sentences (colour, favourite, etc). Also, the presenter is encouraged to give longer responses, for example, "Yes, it is my favourite because…" and encouraged to anticipate the questions so they may think of their responses beforehand.

As soon as the students become proficient enough, the practice of writing sentences and questions in advance should be abandoned in favour of more authentic and spontaneous communication. At this point teachers may want to form larger groups for the presentations, and one or two students selected, by the group, invited to present in front of the class.

Improvised Show and Tell
The students are asked to bring in a mystery object placed in a paper bag and stashed in their desk. This mystery object should be something not usually found in a classroom. They must not show their object to anyone. Some examples are a nutcracker, a stud finder, an ashtray from a car, etc. Divide the students in small groups and have them exchange bags. In turn, each student takes out the object, names it and describes its function. If the object is unfamiliar, the student invents a name and attempts to guess its use. Then, he or she is given one minute to expand on the importance it plays in our daily lives. If, for example, the mystery object is an ashtray, the student gives his or her opinion about smoking. If there is much hesitation, the teammates can help the student. A question period follows and it is also improvised.

Show and explain
In this variation, the students are given two minutes to teach their group how to do something. It can be how to make a simple recipe or a friendship bracelet, a magic trick or a sport. They must research their topic and look for visual support. They can have notes to help them but they must maintain eye contact with their audience most of the time. Once again these are best done in small groups but if you decide to have some of the students present to the whole class, the presentations must be very short and can be staggered over a one to two-month period towards the end of the Intensive session. Be aware that numerous discipline and management problems can occur when the majority of your students is not actively involved.

Sharing table
The idea behind the sharing table is to show special objects and is similar to a museum display. The students and teacher are encouraged to bring in a special object to be placed on a table or desk (just a few at a time). Students must first get their parents' permission beforehand, and write their own names on or beside the object on a slip of paper. They should write a short explanation of what their object is and why it is special to them. Students may visit the sharing display and ask questions to the owner of an object. This can be done during sharing time or at a specific time of the day or week. This is an opportunity for you and the students to get to know each other better. The opportunities to expand on this sharing table are endless. A monitor can be named to set up the table and extreme care taken to protect the items. They should only be displayed for the duration of the activity and the objects stored in a secure place until they are returned to their owner at the end of class.

Telephone pals
Telephone pals is a way to develop the oral interaction competency outside the classroom in an authentic situation. Telephone pals requires the students to call their pal at home as part of their homework. It is best to start this type of homework

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once the students have acquired a semi-functional level of language.

This activity requires parental approval i.e. a letter returned with a signature.

At the beginning of the week, students will draw names at random and these students will be their telephone partners for the week. It may be necessary to explain why partners are selected at random. The students will have the opportunity to change partners every week. Once the selection has been made, the partners meet in order to exchange telephone numbers, to decide on who will call first (they can alternate nights) and to choose an appropriate time to call (taking into consideration each other's evening schedule). All this information should be clearly noted in the agenda (telephone number, time of the call, who calls first).

Decide on the frequency of the phone calls. It may be twice a week or more but we suggest establishing it as part of their daily homework with the exception of Friday. The students must talk for 5 to 10 minutes and in English only. If they decide to talk longer they must have their parent's permission and they must continue to speak in English otherwise they should end the conversation and call back later.

To avoid problems, here is a suggested list of rules to give to the students:

- Find a quiet place to talk
- No time-outs allowed during telephone pals
- Do not ask your parents for help during the conversation
- If you cannot call at the appointed time, call your pal ahead of time to reschedule; leave a message on the answering machine if necessary
- If your pal has not called at the appointed time, wait 5 to 10 minutes and then call him or her
- If you forgot your agenda, consult the telephone directory or attempt to contact another friend who may have your pal's number
- Develop a strategy to remember to telephone your pal; ask your parents to remind you, set the timer on the oven or the alarm on your watch, etc
- Your parents should write a note if, for some rea-

son, you are not allowed to phone on that day

To help the students stay on task, consider giving them the following suggestions to guide their conversations:

- Read each other a different story (5 minutes or less) and report on it in the reading log.
- Give each of them a *Find the Differences* sheet; students discuss the differences
- Practice jokes, riddles and tongue twisters (a list can be provided)
- Invent a short dialogue or skit to teach the other pair in their group
- Play a game of 20 Questions; think about a student in the class while the partner asks questions to guess who he or she is

OTHER CONSIDERATIONS

The considerations contained in this section were selected among the numerous ones mentioned in the questionnaire. Certain situations may not apply depending on the model of Intensive in the school.

Changing schools

This applies to the 5 month/5 month model. In cases where there is only one group of Intensive, the school is usually twinned with another offering Intensive English. The teacher must therefore change schools in order to complete the year with another group. This transition requires careful planning and is difficult for all involved: the students, specialist and homeroom teacher. It is, in essence, like having September twice in the same school year, in that both teachers and students are expected to have fresh energy and renewed commitment to learning. One suggestion to minimize the stress of transition and conserve energy is to stop giving homework during the last week of the session. This means that all evaluations are completed, and there is time to analyze results and complete report cards.

At times, students become very attached to the teacher with whom they started the school year and the bond may be so strong that the "replacement" is often faced with uncooperative attitudes during the first few weeks. The students may feel that in order to remain loyal to their first teacher, they must reject or make life difficult for the second teacher.

Letting go is an important step in easing the transition. This takes time and patience, as the students will naturally go through a period of testing limits as they did in September. As we mentioned in the section on planning, learning situations that require active participation, that motivate, develop self-esteem and lead to a personalized product, will go a long way towards helping students with the transition. Rest assured that new links will soon be made and a return to normalcy will follow.

Advice to give parents

The following considerations should be discussed at the first parent-teacher meeting:

First, parents have to be made aware that they have a role to play in this Intensive model of teaching. In many cases, it is the first time their child is placed in a learning situation they are not accustomed to. The following are things parents can do or let their child do to encourage the use of English outside the classroom:

- Listen to the radio .
- Watch a television program or movie.
- Visit English-speaking friends or family.
- Speak to the child in English if possible.
- Play a boardgame or a card game.
- Subscribe to a children's magazine.

Then, parents need to know that there are natural highs and lows in the acquisition of a language. It is difficult and tiring for a child who is not accustomed to it, to be in an all-English environment for most of the day especially during the first few weeks. Parents need to be especially supportive during the more difficult times and respond in an encouraging way, without pushing too hard. Teachers also need to be sensitive to this and allow for breaks and a change of pace when fatigue sets in. Students appreciate this sensitivity and respond to it well.

Finally, subscribing to a magazine can be proposed to parents early in the session as a tool for creating ownership of the language during and after the Intensive English session. This magazine provides cultural insight into the English media and gives ideas to explore in the classroom. Parents can encourage their children to submit drawings and riddles to the magazine or enter contests, as many offer these opportunities. There are several Canadian magazines, educational Web sites and software to choose from.

Many parents want their children to learn English for the opportunities it offers in the job market. Unfortunately, that reality is too far away to keep students motivated for long. They have to see and feel that English is useful to them here and now and can be fun to learn.

Intensive ESL and cycle organization

Unfortunately, in the past, the Intensive English class was often isolated from the rest of the academic experience. Today, as a member of the cycle team, the intensive ESL teacher is called upon to collaborate with other teachers to ensure the integration of Intensive in the educational project of the school.

All teachers may decide to work on an interdisciplinary project that includes the Intensive class. ESL shares a common bond with all the other subjects through the cross-curricular competencies and the broad areas of learning. This coherence will facilitate the work of everyone on the team.

Intensive teachers are often asked: "I know you teach English, but what do you do in English all day long?" As most people are accustomed to different subjects being taught throughout the day and week, this question is not without merit.

The simple answer is that we teach English. Yet, the complex learning situations in the Intensive model lead us to integrate knowledge from other subject areas. Students need to use math while processing the results of a class survey or history and geography for a project on the different provinces. All paths cross at some point or another and the Intensive teacher must help the students make the links through the use of English. However, the ESL teacher never evaluates other subject-specific competencies.

CONCLUSION

One of the greatest joys of teaching Intensive ESL is the opportunity to witness the fruits of our labour in a short period of time. The students experience the taste of success which leaves them with the incentive to pursue the learning of English on their terms and in their own ways.

Taking your first steps in Intensive ESL and integrating elements of the curriculum reform are challenges that require a positive attitude and much patience. We now invite you to add your own colour to the Intensive classroom experience.

ANNEX I

Planning a Learning and Evaluation Situation

Choose learning situation
- Title
- Description
- Duration

Consider:

Are the students solving a problem, answering a question, or attaining a goal that is complex and promotes the development of competencies?
Is this learning situation realistic?
Is it based on students' interest?
Are there cultural references/products?

Decide on the pedagogical intentions
- Broad areas of learning
- Choose broad area of learning
- Choose focus of development
- Cross-curricular competencies
- Choose cross-curricular competency/competencies
- Choose evaluation criteria
- ESL competencies
- Choose ESL competencies
- Choose evaluation criteria
- Choose essential knowledge (functional language, strategies, language conventions)

Evaluation
- Choose how and when evaluation will take place

Consider:

Are the criteria known to the students?
How will the criteria be presented?
Are the chosen criteria adapted to the pedagogical intention?
Are the criteria adapted to the students (level, cycle)
Are the tools appropriate?
Is the evaluation ongoing and interactive?

Classroom activity
- Preparing the tasks

Consider:

Organization
Activation of prior knowledge
Relevance of tasks to problem, question or goal
- Carrying out the tasks

Consider:

Construction of new knowledge
Modelling/guided practice/autonomous practice
Pedagogical approaches (different rates and styles of learning)
Guiding students through process
Explicitly showing how strategies help complete task
Ongoing evaluation/adjustment
Personalized outcomes
- Assimilation/transfer of learning

Consider:

Reflecting on the learning (students and teacher)
Reinvestment/transfer of new learning to similar and different contexts

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