
COMMISSION SCOLAIRE DE LA JONQUIÈRE

Services éducatifs

Nancy Gagné

COMMISSION SCOLAIRE DES RIVES DU SAGUENAY

Services éducatifs

Steven Jansma

ESL

Student Profile for Intensive English



TABLE OF CONTENTS

Introduction-----	Page 5
“Intensive ESL Student Development Profile” -----	Page 8
Language Development Profile for the Four Phases of Development -----	Page 10
Teacher Prompts for Each Phase -----	Page 17
Tools for Goal Setting -----	Page 18
My Progress Sheet -----	Page 19

Introduction

One of the most frequent observations Intensive English teachers make about their work is how remarkable it is to see the students' English communication skills develop in the intensive learning context. Within the span of several months, students gain a functional ability that allows them to communicate in their second language in a variety of everyday situations. Their progress is gratifying for both the teacher and the students.

And yet, in the everyday business of running an intensive class, teachers may find it a challenge to monitor students' progress. New intensive English teachers might question themselves as to whether they've really got their kids on track. Veteran intensive teachers may be looking for new strategies to help their students self-regulate their learning.

The MELS is currently producing a web document, entitled *Guide for English as a Second Language Teachers: Intensive ESL and the Elementary Cycle Three ESL Program*, that addresses the ways in which teachers can support their students from day one of the intensive English learning experience. Within the web document is a description of the phases of development through which teachers are apt to see their students progress. Four phases of development are defined which address aspects ranging from the evolution of the students' self-assurance to the development of their ESL competencies :

- **the adapting phase;**
- **the experimenting phase;**
- **the consolidating phase;**
- **the fine-tuning phase.**

A Tool for Monitoring Students Second Language Development

The present document is meant as an additional tool, focusing specifically on the linguistic development teachers are likely to observe as their students progress through the four phases identified in the MELS web document. It provides additional information as to the nature of the students' linguistic ability as they progress through each phase. It also organizes this linguistic development around the three ESL competencies and, as much as possible, around the information clarifying the evaluation criteria for each competency as outlined in the MELS ESL Evaluation Framework for elementary cycle 3.

The IESL student Profile document has four main goals:

- **assessment:** to provide teachers with a certain linguistic portrait of each phase of development to aid in situating students for differentiation and evaluation purposes;
- **targeted teaching:** to provide teachers with prompts they can use to scaffold student linguistic development;
- **goal-setting:** to provide teachers with a tool for helping students to progress in their learning by setting goals for adjustments in strategy use, behaviour and ESL learning;
- **communication:** to provide a tool teachers, students and parents can use as they discuss student progress.

Calling Upon the Common European Framework of Reference for Languages

The linguistic profile for each phase in the *ESL Student Profile for Intensive English* was created by amalgamating the references to linguistic development in the MELS web document with the language proficiency levels outlined in the Common European Framework of Reference for Languages. Published in 2001, the CEFR is one of the most well-known tools for building second language curricula. In the plurilingual context of the European Union, it serves as a guide that "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (Council of Europe, 2001, p. 1). The framework also "defines levels of proficiency which allow learners'

progress to be measured at each stage of learning and on a life-long basis" (ibid.). Synchronizing the CEFRL levels of proficiency with the phases of development allowed for the present tool that respects the three competencies in the MELS ESL elementary program and the Framework for the Evaluation of learning.

The framework outlines 3 levels of second or foreign language proficiency, each divided into two sublevels, for a total of 6 levels. (A1, A2 - Basic User; B1, B2 - Independent User; C1, C2 - Proficient User). However, it was felt that the first four levels (A1, A2, B1, B2) corresponded fairly well to the linguistic information described in the four phases of development in the MELS web document. These four levels of proficiency are shown on the opposite page in the self-assessment table taken from the CEFRL. Notice that the proficiency levels in this table were converted into "can" statements for the purposes of assessment. In so far as possible, this use of can statements was conserved for the making of the "Intensive ESL Student Profile" monitoring tool, as it was felt that this formulation corresponded well to a competency-based curriculum.

Structure of the Document

Section 1: provides the developmental phase text from the original MELS web document, *Guide for English as a Second Language Teachers: Intensive ESL and the Elementary Cycle Three ESL Program*

Section 2: provides the linguistic development information amalgamated from the four phases of development and the CEFRL

Section 3: provides teacher prompts for teaching students at each phase of their development

Section 4: provides tools for goal setting

Collaborators' Note

It is hoped that the Intensive ESL Student Profile document will be a useful tool for teachers as they monitor their students progress and guide them through intensive ESL learning. It should be noted that the current document is a work in progress; we would greatly appreciate feedback from CPs and teachers as to how they used and adapted it. For this purpose, we ask that you experiment with this tool and let us know how it went using the following web survey. Just click on the hyper-link below or paste the link text into your web-browser:

<https://docs.google.com/forms/d/1bwGU9jbLo1gosqbtZtS1WKIRz3Zi2sJ75eKZEdbHrU0/viewform>

Thank you!

Here's to helping students gain confidence and move forward in ESL competency and in life-long learning!

CEFR: A Look at Proficiency Levels A1 to B2

		A1	A2	B1	B2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

(Council of Europe, 2001, p. 26)

“Intensive ESL Student Development Profile”

(text from the MELS web document: *Guide for English as a Second Language Teachers : Intensive ESL and the Elementary Cycle Three ESL Program*)*

Intensive ESL Student Development Profile

The following profile highlights the four phases students may experience, at different rates, during Intensive ESL. Based on these phases, teachers can plan learning accordingly.

Adapting Phase

Although students have had five prior years of ESL, they will need time to adapt to their new Intensive ESL classroom. Students may experience a variety of emotions that range from excitement and enthusiasm to stress and tiredness. They may question their ability to succeed, may worry about making mistakes and may even temporarily regress as they try to adjust to the demands of an English environment.

It is important to reassure students during this phase and help every one of them experience success. Creating a safe, positive classroom climate is crucial in order for students to take risks and express themselves in English. Establishing classroom routines at the very start, engaging students in large group activities and using team building activities can lower students' anxiety.

During this initial teacher-centered phase, students are closely guided as they develop their competencies and construct knowledge with much support. They understand a limited number of English speakers and make attempts to use English. It is important for students to use strategies and use the provided functional language in order to develop their personal repertoire.

Students listen to and read simple texts on familiar topics. They follow explicit models to write short, on-topic, well-structured texts that resemble the provided models.

At the beginning of Intensive ESL, it is best to start with short, simple, step-by-step activities. As students progress at their own pace and build their confidence, they need to be frequently reminded that mistakes are a natural part of the learning process. Implementing a positive reinforcement system can help students self-monitor their performance and persevere in using the target language.

Right from the very start, it is essential that students are spoken to in English. This phase is crucial in setting the tone and in helping students adapt rapidly to their new English environment.

Experimenting Phase

During this second phase, students still need teacher support to develop their competencies and construct knowledge. However, they are ready to take more risks in order to accomplish tasks and are able to start working autonomously in teams. They gradually become more comfortable with their new surroundings and daily routines.

Students actively experiment with the language and discover the strategies and resources that work best for them. They can understand and follow simple oral instructions but may still be somewhat nervous and experience frustration at not being able to express themselves with ease. Students continue to develop their personal repertoire of functional language as they participate in structured and simple, short, spontaneous exchanges to discuss familiar topics and some topics with a broader scope in English.

Students listen to and read a variety of texts on familiar topics, can share understanding of the literal meaning of texts with others and start expressing their appreciation of texts. They

*Note: This text was taken from the working document presented by the MELS ESL team to the Regroupement des responsables en anglais, langue seconde in April 2013. This may not be the final version of the text when the official web document is made available.

are initiated to writing as a process and use open-ended models in order to write short, on-topic, well-structured personalized texts. During this phase, students start applying targeted language conventions appropriately. At this phase, it is important to pause and have students reflect on the progress they have made, as well as to set new learning goals.

Consolidating Phase

During this third phase, students experiment with their personal repertoire of functional language and are able to engage in more complex tasks since they have a greater understanding of the English language. They further develop their competencies and construct knowledge with increasing ease.

Students can express themselves in a variety of communicative situations with greater autonomy and creativity. They are progressively more fluent and can focus on the accuracy of their messages. At this point, they understand most English speakers.

Students listen to and read a variety of texts on familiar topics and topics with a broader scope. They effectively use targeted text components to construct meaning of texts, and to make connections between texts and their own experiences, and they are able to understand the underlying meaning of texts. They use writing as a process with support from the teacher and peers. As needed, they use open-ended models to write longer, on-topic, well-structured personalized texts that increasingly show imagination and creativity. They apply targeted language conventions with increasing ease.

Students become aware of the progress they have made, which builds self-confidence and enhances intrinsic motivation. They actively participate in their learning and wish to be involved in classroom decisions. As members of a community of learners, each student plays an active role in fostering a supportive learning environment as they provide, request and accept constructive feedback.

Fine-Tuning Phase

During this last phase, students further develop their competencies and construct knowledge autonomously and with ease. They are more disciplined, have developed efficient work methods, work well in teams and use strategies autonomously. They are comfortable in their all-English environment and feel empowered by their success. They are able to reflect on their learning and are even able to notice and self-correct some of their errors.

Students expand their personal repertoire of functional language by using English to discuss a wide range of topics and willingly participate in structured and spontaneous exchanges. Students are increasingly fluent, find creative ways to use English and are more skilled at applying targeted language conventions in a variety of situations.

Students listen to and read a wide variety of texts for their personal interest and to carry out tasks. They share their understanding of texts with others, making connections between texts and their own experience, and expressing their appreciation of texts. They write elaborate, on-topic, well-structured personalized texts that show imagination and creativity. They also apply targeted language conventions appropriately and autonomously in their written texts.

Competency 1	INFORMATION CLARIFYING THE CRITERIA	ADAPTING PHASE
Participation in exchanges	Participation in classroom routines	Can participate in classroom routines and other simple or repetitive, concrete communication situations.
	Perseverance in using English at all times	Can use English with support (peers, visuals, etc.) although communication will break down frequently. Use of the L1 is a natural reflex he or she will be learning to resist.
	Initiation and maintenance of oral exchanges	Can initiate simple messages and maintain oral exchanges at a slow rate of speech using simple, familiar language mostly or only with provided support (language and strategy posters, repetition, teacher, peers). Can verify information / ask questions for immediate needs with one or two word utterances. Communication depends on use of available resources and strategies such as repetition, rephrasing, gesture, drawing and repair. Pausing is frequent in order to search for vocabulary and expressions.
	Reaction to oral messages	Can react with gesture, one or two word utterances, or expressions frequently used in the classroom.
	Support of peers during interaction	Will require linguistic support and accommodation from interlocutors (peers and teacher) to manage interaction.
	Expression of personalized messages	Can express personalized messages in only a very limited way with one or two word utterances.

Competency 1	INFORMATION CLARIFYING THE CRITERIA	ADAPTING PHASE
Use of functional language	Use of targeted useful expressions and vocabulary	Can use familiar or targeted words and expressions with very limited control.
	Combination of useful expressions and vocabulary to express personal messages	Can manage to link a few words or groups of words.
	Pronunciation of frequently used expressions and targeted vocabulary	May need frequent assistance to pronounce targeted vocabulary and expressions.

EXPERIMENTING PHASE	CONSOLIDATING PHASE	FINE-TUNING PHASE
Begins to participate in classroom routines and other simple, concrete, familiar communication situations with some spontaneity.	Has attained a level of functionality enabling participation in a variety of communication situations on an increasing range of topics.	Has a sufficient language repertoire to interact and take part in spontaneous exchanges on a wide variety of topics. He or she expands language repertoire in both structured exchanges and open discussions on topics that may be unfamiliar.
May have the tendency to slip into the L1 for unfamiliar topics, but can use English with support to make him or herself understood. Break downs in communication still occur in unstructured contexts.	Can understand most English speakers and use English only with increasing autonomy in unstructured contexts.	Is able to communicate in English only and feels comfortable in the all-English environment; interaction with a native speaker is quite possible.
Initiates and maintains oral messages in simple and direct exchanges on familiar topics and mostly with provided support (language and strategy posters, repetition, teacher, peers). Can ask and answer simple questions based on immediate need. Communication is dependent on use of available resources and strategies such as repetition, rephrasing, gesture, drawing and repair. Pausing is frequent in order to search for vocabulary and expressions.	Can initiate and maintain exchanges, even though some hesitation and pausing for planning and repair is very evident, especially in longer stretches of speech.	Can initiate a conversation, take turns and end a conversation as needed. May keep the conversation going by confirming comprehension, inviting others in, etc. Uses stretches of language with a fairly even tempo without much searching for words. Long pauses are few.
Can react with gesture, one or two word utterances, short phrases or sentences, especially using common expressions	Can verbally react to messages to show understanding; can reformulate messages to confirm understanding.	Can react to messages in a spontaneous and natural way.
Will require linguistic support and accommodation from interlocutors to manage interaction.	Will depend on some support from interlocutors to manage interaction.	Interacts autonomously with only occasional support from interlocutors.
Can begin to express personalized messages with phrases and short sentences..	Can express personalized messages with increasing ease, especially on topics that are familiar or of personal interest.	Can express personalized messages, making creative use of the language, integrating newly learned vocabulary and expression.
EXPERIMENTING PHASE	CONSOLIDATING PHASE	FINE-TUNING PHASE
Can use familiar or targeted words and expressions, sometimes within a broader scope, to share information for simple everyday situations.	can use reasonably accurate vocabulary within their personal language repertoire to engage in complex tasks; has enough language to get by in less predictable situations.	Expands personal language repertoire, using English across a wide range of topics.
Will begin to chain together a limited number of basic sentences, using basic connectors.	Can link a series of elements into a sequence of ideas.	Shows a relatively high level of grammatical control and errors do not lead to misunderstanding. Can express a clear message, explain a view point and use complex sentences forms, despite some pausing and hesitation in a long sequence of speech.
Can pronounce frequently used targeted vocabulary and expressions; will need frequent assistance with unfamiliar words.	Can pronounce words and expressions with only occasional help.	Can pronounce words and expressions with little guidance; sees and applies English phonological patterns, although an accent is clearly discernible.

Competency 2	INFORMATION CLARIFYING THE CRITERIA	ADAPTING PHASE
Evidence of understanding of texts	Demonstration of understanding of overall meaning of texts	Can understand simple texts on familiar topics, such as language related to immediate, concrete surroundings (for example, classroom routines, family, the home). Has limited comprehension.
	Identification and/or description of key elements in texts	Can recognize familiar words, names and simple phrases, for example on notices, posters, catalogues (multi-media or traditional texts); in oral speech, can understand when the interlocutor speaks slowly and clearly with repetition, gesture and contextual cues; can understand and follow simple oral instructions; can indicate lack of understanding with simple strategies, eg. very routine language (Can you repeat please? I don't understand. How do you say... in English?).
	<ul style="list-style-type: none"> • Establishment of connections between text and own experience • Expression of appreciation of texts • Sharing of understanding of texts with others 	Can identify with, express appreciation for and share understanding in a very basic way (yes/no responses, either/or responses, "me, too", etc.).
Competency 2	INFORMATION CLARIFYING THE CRITERIA	ADAPTING PHASE
Use of knowledge from texts in a reinvestment task	Selection of information/ideas from texts, relevant to task	The student can do small, short, simple, step-by-step reinvestment activities on very familiar topics.
	Coherence of organization of selected information/ideas	Can organize information and ideas according to explicit models and checklists.
	Use of words and expressions from texts	Can use words and expressions following explicit models.
	Delivery of a personalized product by: - summarizing information/ideas drawn from texts - combining information/ideas from texts with own ideas and language	Can produce a basic personalized product that will highly resemble the provided model.

EXPERIMENTING PHASE	CONSOLIDATING PHASE	FINE-TUNING PHASE
May still demonstrate quite limited comprehension, and benefits from continued work with short, simple texts on familiar topics; some topics of broader scope can be introduced.	Can understand a variety of texts on topics familiar and broader in scope; can begin to understand the underlying meaning of texts; can understand most English speakers using clear standard speech when engaged in discussions on familiar topics.	Can understand a variety of texts on both familiar and unfamiliar topics for personal interest and also in order to carry out tasks. (TV news shows, current affairs programmes, movies or shows in standard dialect, information-based articles and persuasive essays, contemporary literary prose.)
Can catch the main point in short, clear messages and announcements; can find specific, predictable information in simple everyday materials, such as infographics, multi-media and print advertisements, menus, timetables, etc.	Can understand the main points of clear standard speech on familiar topics (school, leisure, etc), on radio or TV programmes on current affairs when the delivery is slow and clear; can begin to pinpoint what words and phrases cause breakdown in understanding.	Can understand and follow extended speech from most English speakers, and may follow complex lines of argument provided the topic is reasonably familiar; can effectively pinpoint words and phrases that cause breakdown in understanding.
Can identify with, express appreciation and share understanding of a variety of texts on familiar topics, especially with regards to literal meaning.	Can use targeted text components to construct meaning and to make connections between texts and his or her own experiences, as well as express appreciation and share understanding of texts.	Can make connections easily and spontaneously between texts and own life; can share understanding and appreciation of texts easily and autonomously with others.
EXPERIMENTING PHASE	CONSOLIDATING PHASE	FINE-TUNING PHASE
Can do small, short, simple, step-by-step reinvestment activities coherent with C1 and C3 capacity at this level on familiar topics and on some topics with broader scope.	Can engage in more complex reinvestment tasks involving more personal reflection.	Can engage in elaborate reinvestment tasks involving personal reflection and ideas, as well as consolidation of ideas from texts.
Can organize information and use words and expressions in structured, simple tasks with peer support; can use a growing bank of functional language to cooperate with peers in reinvestment tasks, for example to divide a group task into steps, or to share ideas to respond to texts by filling out a graphic organizer.	Can organize selected information coherently with some ease for more complex tasks, still requiring coaching, checklists and/or graphic organizers to do so.	Can organize selected information with the support of checklists and graphic organizers with increasing autonomy, drawing upon his or her learned knowledge of text components and features.
Can use words and expressions according to explicit models and in some open-ended contexts.	Can re-invest words and expressions from texts with greater autonomy and creativity.	Can re-invest words and expressions from texts and combine them with own language repertoire with minimal support.
Can produce a personalized product that will resemble the provided model and begin to include more of his/her own ideas.	Can use open-ended models to write longer, on-topic, well-structured personalized texts that increasingly show imagination and creativity.	Linguistic knowledge is sufficient to show a great measure of imagination and creativity and to integrate newly acquired vocabulary and understanding of language conventions.

Competency 3	INFORMATION CLARIFYING THE CRITERIA	ADAPTING PHASE
Application of targeted language conventions	Use of grammar targeted for tasks Use of punctuation targeted for tasks Spelling of words from provided models and available resources	Can demonstrate forgetfulness in applying basic, targeted language conventions even with appropriate support; shows limited control of grammatical structures and even basic, modelled sentence patterns.

Can use functional language to which they have frequent exposure or that is provided and targeted; has a basic vocabulary repertoire of isolated phrases (ex: names of everyday objects, set phrases used regularly).

Competency 3	INFORMATION CLARIFYING THE CRITERIA	ADAPTING PHASE
Characteristics of the written text	Writing of a text that: <ul style="list-style-type: none"> - is on topic - respects the required text form and requirements - is well structured - takes the intended purpose and audience into account - is creative 	Can use explicit models, can write short, on-topic, well-structured texts such as postcards, greeting cards, very simple letters, emails or notes resembling the models; can fill in forms related to personal details. Can use simple checklists (2 to 3 points) as part of the writing process, to verify their work, especially for language traits that are the same in the mother tongue.

EXPERIMENTING PHASE	CONSOLIDATING PHASE	FINE-TUNING PHASE
<p>Can increasingly apply basic, targeted language conventions with support and use of resources.</p>	<p>can apply targeted language convention with increasing automaticity, referring to checklists especially for newly targeted conventions; spelling, punctuation and sentence structure are accurate enough to be followed most of the time.</p>	<p>Has practised the writing process enough to attain a comfortable control of language conventions; errors rarely lead to misunderstanding; minor flaws in sentence structure occur; spelling and punctuation and sentence structure are fairly accurate but may show signs of mother tongue influence.</p>

May have limited language repertoire, but can use simple structures correctly on predictable/familiar topics, but still prone to making basic mistakes (ex: spelling, mixing up tenses, forgetting to mark agreement, etc.)

May have lexical limitations that can cause repetition and difficulty with formulation; major errors may occur when expressing more complex thoughts, especially on unfamiliar topics.

Has a good range of vocabulary for matters connected to his life; can vary formulation to avoid repetition; lexical accuracy is high but gaps in vocabulary can still require reliance on dictionary and other resources.

EXPERIMENTING PHASE	CONSOLIDATING PHASE	FINE-TUNING PHASE
<p>Can write short, simple, on-topic, well-structured texts, notes or messages on familiar topics; can begin to use simple, open-ended models.</p> <p>Develops the habit to participate in the writing process with teacher and peer support; can use checklists for the revising and editing phases, beginning to touch on language traits unique to English.</p>	<p>Can use open-ended models, can write longer, on-topic, well-structured, personalized texts on familiar topics, such as letters describing experiences and impressions.</p> <p>Can begin to write texts with greater connectivity or flow.</p> <p>Can use the writing process on a more individual basis, showing increasing competence in the revising and editing phases, yet still depending on checklists, now more elaborate in nature. Despite increasing independence, continues to depend on support from teacher and peers.</p> <p>Growing vocabulary and functional language knowledge allows students to begin to show creativity and imagination as well as increasing focus on accuracy.</p>	<p>Can autonomously write a variety of elaborate, on-topic and well-structured, personalized texts showing imagination and creativity.</p> <p>Can write on a wide range of subjects, both familiar and of broader scope, and can take the audience into account.</p>

Teaching Students at Each Phase of Their Development

Tiered Questions

There are many ways of encouraging students' engagement in the classroom to keep them actively involved in learning. One way of doing this is by activating and calling upon the students' thinking process through frequent questioning. If the questions are "tiered" or tailored to the students' phase of language development, the teacher can act within the students' zone of proximal development, pushing the student's learning forward in the process. Tiering questions involves:

- Using question prompts that fit a student's learning phase so as to meet a student where he or she is at and avoid student frustration;
- Using question prompts judiciously from the subsequent phase to encourage the student's development.

The table on the next page, adapted from *Classroom Instruction that Works with English Language Learners* (Hill & Flynn, 2006)*, provides a brief overview of the types of teacher question prompts that correspond to each phase. The prompts are provided with the view of intervening effectively with each student at his or her particular phase of development within the Intensive English school year.



Remaining conscious of the stages of the students' linguistic development is critical for effectively differentiating instruction (Hill & Flynn, 2006).

Question Prompts - Tiered to Students as opposed to Time

It should be noted that it is difficult to clearly define the time frame for each phase, since each student is different, is or has been exposed to different amounts of English outside of school, and has had a different amount of prior instruction. In addition, students will show certain characteristics of the developmental phase ahead or behind as they advance through any particular phase.

Time frames are provided as **examples only**. Teacher prompts should be attuned to student development as opposed to any particular time scale. As mentioned, it is ideal for the students' development to ask questions and use prompts once in a while from the next level, to propel students ahead.

Month Three "Hyper-Drive"

That being said, many teachers consider in general that their intensive students can fulfill the requirements of the MELS Cycle 3 ESL programme by the end of the third month of consecutive intensive instruction. (Indeed, they plan instruction with that target in mind.) Most students will be well into the consolidating phase at the three month mark, and will be ready, in general, to take on more sophisticated language arts tasks such as individual writing projects, creating and collaborating on a mock T.V. news production, as well as carrying on sustained oral interaction with invited guests. In other words, teachers have the impression that they can at this point, in colloquial terms, "get cooking with Crisco," with increasing freedom!

**For clarity, it should be noted that Hill & Flynn(2006) make reference to five "stages" of acquisition, referring to the seminal "stages of acquisition" research in second language acquisition, and their table has been adapted here for the purposes of this document. The essential take-home feature of their "Stages of Second Language Acquisition" table is the kinds of prompts that teachers can use for the purposes of differentiating and scaffolding instruction.*

Sample Teacher Prompts for Each Phase of Intensive ESL Learning Development

Phase	Certain Linguistic Characteristics	Approximate Time Frame of Consecutive Intensive Instruction*	Teacher Prompts
<p>Adapting Phase</p> <p>Students begin with...</p> <p>144-288 hours (Grade 5) 180-360 hours (Grade 6) of prior "drip-feed" instruction.</p>	<p>In general, the student :</p> <ul style="list-style-type: none"> • has minimal comprehension • verbalizes with one or two word responses • uses key words and familiar phrases • nods "Yes" and "No" • draws and points 	0-1 month*	<p>Simple imperatives combined with hand signals and gestures.</p> <p>Show me... Circle the... What is...? Where is...? Who has...? How many...? Yes/no questions Either/or questions</p> <p>Use of immediate and concrete functional language.</p> <p>(Simple prompts can in turn be reinvested by students during oral interaction.)</p> <p>Examples (using The Three Little Pigs): "Show me the brick house." "Was the hay house solid?" (with gestures)</p>
<p>Experimenting Phase</p> <p>Students begin with prior drip-feed instruction plus</p> <p>approximately 100 hours of intensive (time-concentrated) instruction.</p>	<p>In general, the student :</p> <ul style="list-style-type: none"> • has limited comprehension • verbalizes with one or two word responses • may verbalize in complete sentences • uses present tense verbs 	1-3 months*	<p>Questions requiring phrase or short sentence answers.</p> <p>Why...? How...? Explain...</p> <p>Gesturing remains an important communication strategy.</p> <p>To help students advance from the adapting to experimenting phase, actively model communication strategies for students to practise.</p> <p>Example: "Why did the third pig make a brick house?"</p>
<p>Consolidating Phase</p> <p>Students begin with approximately 200 hours of intensive instruction.</p>	<p>In general, the student :</p> <ul style="list-style-type: none"> • has good comprehension for common everyday interaction • can speak in sentences and chain them together • makes grammar and pronunciation errors 	3-4 months*	<p>Why...? How...? Explain... Why do you think...? etc.</p> <p>Expected answers will be more developed, exceeding just one or two sentences.</p> <p>Example: "Explain how the pigs outsmarted the wolf."</p>
<p>Fine-Tuning Phase</p> <p>Students begin with approximately 300 hours of intensive instruction.</p>	<p>The student</p> <ul style="list-style-type: none"> • has excellent comprehension in interaction with most interlocutors • makes grammar and pronunciation errors • can develop ideas in well-connected speech 	4-5 months*	<p>What would happen if...? Decide if... Retell... Compare and contrast...</p> <p>Example: "Accurately summarize the story."</p>

Student Self-Assessment for Goal Setting

To help the student determine his or her goals on the following page, the table below is provided. Many of the points for reflection are based on the evaluation criteria for each competency. One way of proceeding is to have the student fill out the table in the days leading to parent meetings, and then, once this initial reflection is done, move to the step of fixing goals. The goal fixing process could possibly take place during a parent-teacher-student conference.

		Always or very frequently	Most of the Time	Sometimes	Rarely
C1	I speak in English only in class.				
	I participate in class.				
	I raise my hand.				
	I use vocabulary, expressions, and functional language learned in class.				
	I use the visual support in class.				
	I practise my English with classmates over the phone.				
	I practise my English with English speakers I meet.				
C2	I can understand the general meaning when I listen or read.				
	I can identify key information when I listen or read.				
	I make connections between texts and my own life.				
	I share my understanding with classmates.				
	I find and read English texts (books, magazines, websites) that interest me. I watch English T.V. or videos at home.				
C3	I can respect the grammar, spelling and punctuation rules I am supposed to apply when I write.				
	I can plan my writing and stay on topic.				
	I can respect the checklist when I write.				
	I can consider who will read my writing.				
	I use my imagination and creativity when I write.				
My work habits	I pay attention in class.				
	I use my time in class to do my work.				
	I contribute during teamwork. I do my part.				
	I ask my classmates for help.				
	I offer help to my classmates.				
	I do my homework.				
	I accept that I will make mistakes, but I keep trying.				
	I remind myself to stay positive!				

My Progress Sheet

Name :

C 1

To communicate orally in English

My Strengths

My Goals

Teacher's
Suggestions

C 2

To reinvest understanding of oral and written texts

My Strengths

My Goals

Teacher's
Suggestions

C 3

To write texts

My Strengths

My Goals

Teacher's
Suggestions

My Work Habits

My Strengths

My Goals

Teacher's
Suggestions

Bibliography

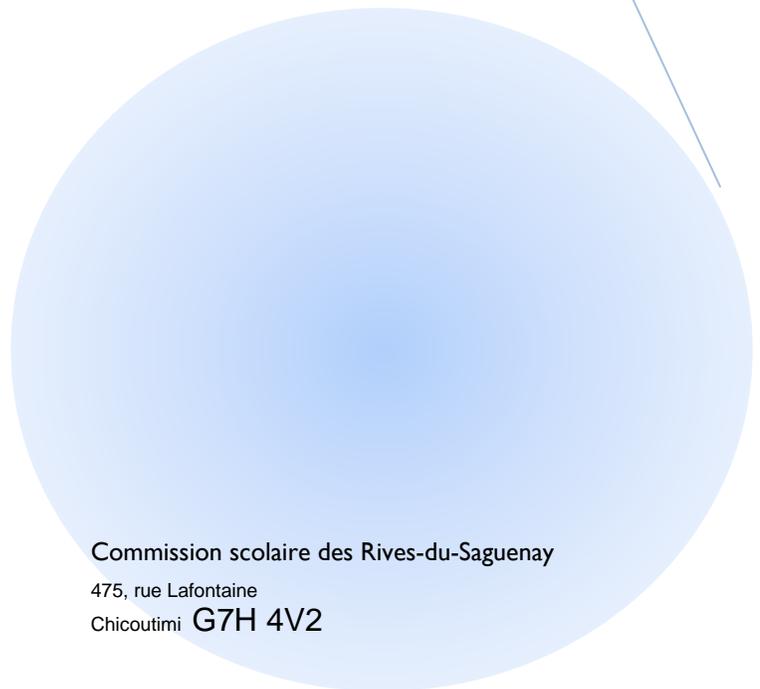
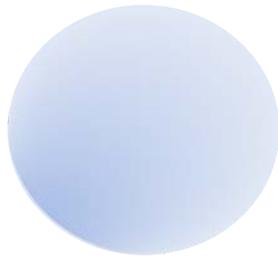
Council of Europe (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

Hill, Jane D. & Flynn, Kathleen M.(2006). Classroom instruction that works with English language learners. ASCD: Alexandria: Virginia, USA.

MELS (in press). Guide for English as a second language teachers: Intensive ESL and the elementary cycle three ESL program

MELS (2011). Framework for evaluation of learning: English as a second language, elementary school, cycles one, two and three.

MELS (2006). Programme de formation de l'école québécoise: Préscolaire et primaire. Québec: Gouvernement du Québec.



Commission scolaire De La Jonquière
3644, rue St-Jules, C.P. 1600
Jonquière **G7X 7X4**

Commission scolaire des Rives-du-Saguenay
475, rue Lafontaine
Chicoutimi **G7H 4V2**