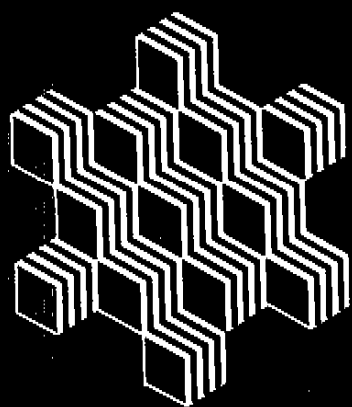


Curriculum Guide



SECONDARY SCHOOL

**ENGLISH
AS A SECOND LANGUAGE**

SECOND CYCLE

Curriculum Guide

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**ENGLISH
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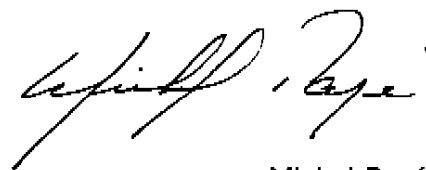
SECOND CYCLE

Approved by the Comité catholique and the Comité
protestant of the Conseil supérieur de l'éducation,
May 16 and 17 and April 18, 1985.

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This program, **English as a Second Language**, for the second cycle of secondary school is issued in accordance with Section 461 of the *Education Act*. It has been approved by the confessional committees of the Conseil supérieur de l'éducation in conformity with the provisions of paragraph (a) of section (23) of *An Act Respecting the Conseil supérieur de l'éducation*, as replaced by section 569 of the *Education Act* (1988, chapter 84). This program has been authorized for teaching English as a Second Language in the schools as of July 1, 1986.

A handwritten signature in black ink, appearing to read 'Michel Pagé', with a stylized flourish at the end.

Michel Pagé
Minister of Education

This program is designed
for students enroled in
the second cycle of
secondary school

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The English as a Second Language program for the second cycle of secondary school was developed jointly by the English as a second language coordinator at the ministère de l'Éducation and an educational development officer. During the program's development, the authors took advantage of the invaluable advice and suggestions of many committees and individuals.

Educational consultants in English as a second language, representatives of different school boards and teachers were invited to express their opinions on the orientations and content of the first draft of the program. Also consulted were the *Direction de l'évaluation pédagogique* (DEP), the *Direction du matériel didactique* (DMD) and the *Direction générale des réseaux* (DGR).

The authors also benefited from work carried out by various representatives of the educational community. The results of this work were compiled in three documents: *Enquête en vue de déterminer l'influence de l'environnement linguistique des élèves des 1re, 2ième et 3ième secondaires sur l'apprentissage de l'anglais, langue seconde* (16-3233-02); *Analyse des besoins langagiers en anglais, langue seconde, chez les élèves des quatrième et cinquième secondaires des écoles publiques du Québec* (16-3224-09) and *Projet de programme d'études : niveau secondaire, anglais, langue seconde* (16-3224-10). These documents served as the basis for the development of this program.

The ministère de l'Éducation wishes to thank all those who have contributed to the development of the English as a Second Language program for the second cycle of secondary school. The final version takes into consideration all the comments and recommendations gathered during the consultation sessions. Choices were made in light of the objectives pursued, the target population and the orientations of *The Schools of Québec: Policy Statement and Plan of Action*.

FOREWORD

This program is intended for all educators, and in particular teachers, who are involved in English as a second language. It is designed for students in the second cycle of public and private secondary schools in Québec.

The program stipulates the minimum content to be covered by all students in the second cycle of secondary school. Enriched programs for students who are capable of handling more than the basic content are the responsibility of the school boards.

In accordance with the provisions of the *Regulation respecting the Basis of Secondary School Organization* (16-0062-11A, sections 31 to 35), each of the three grades in the second cycle of secondary school earns four credits, each credit representing 25 classroom hours.

The program replaces the following documents:

1. *Programme d'études des écoles secondaires, anglais, langue seconde*. Ministère de l'Éducation, 1971. (Code 16-3222)
2. *Programme grammatical d'anglais, langue seconde, des secondaires I à IV*. Ministère de l'Éducation, 1976. (Code 16-3202)
3. *Programme grammatical d'anglais, langue seconde, de secondaire V*. Ministère de l'Éducation, December 1977. (Code 16-3203)
4. *Programme provisoire, anglais, langue seconde, 412-512*. Ministère de l'Éducation, March 1966. (Code 16-3223)
5. *Anglais, langue seconde, programme d'anglais, 578-572*. Ministère de l'Éducation, September 1975. (Code 16-3242)

The entire program should be read in order for it to be fully understood. Since the objectives are meaningful only in relation to the program's orientations, a partial reading might be misleading.

1. INTRODUCTION

1.1 Background

In *The Schools of Québec: Policy Statement and Plan of Action*, published in 1979, the ministère de l'Éducation announced its intention to revise all elementary and secondary school programs. For a better understanding of changes made to the English as a Second Language program for the second cycle of secondary school, it is necessary to understand the situation of English as a second language at the time.

Two studies¹, published in 1977 and 1978 respectively, enabled an assessment of the existing situation and a description of the desired one. When these studies were carried out, English as a second language, like most other subjects of study, was being taught in accordance with a program outline that had been in effect since 1971. In 1976, the Ministère issued a document specifying the distribution of the grammar components of the program. Several school boards used these documents as the basis for developing their own programs, while other boards based their programs only on the instructional material. The two studies drew attention to the problems caused by this lack of uniformity and recommended that well-structured programs with clear, precise and operational objectives be developed.

Apart from bringing problems of this nature to the fore, the studies raised other questions concerning instruction and the effectiveness of English as a second language courses. Although most students demonstrated a fairly positive attitude toward learning English, their capacity to improve seemed inhibited, and many were having difficulty applying the skills and knowledge acquired at school in situations outside the classroom. This led to the question of whether the orientations of the existing programs actually corresponded to the needs and interests of Québec students. In an attempt to answer this question, the studies recommended that students and other individuals concerned with English as a second language (e.g. teachers, parents, employers) be consulted.

The results of these consultations were published in two documents², one dealing with Secondary I, II and III students, and the other with Secondary IV and V students. The analysis of these documents led to the following conclusions:

¹P. Georgeault and M. Danan, "Description de la situation de l'enseignement des langues secondes, anglais, langue seconde, et français, langue seconde, telle que perçue par les commissions scolaires. *Études et documents* (Québec: ministère de l'Éducation, 1977).

D. Lussier, *Modifications des conditions d'enseignement anglais, langue seconde*. COPELS, Dossier 3, SREP, 1978.

²R. Banko and B. Smith, *Enquête en vue de déterminer l'influence de l'environnement linguistique des élèves des 1re, 2ième et 3ième secondaires sur l'apprentissage de l'anglais, langue seconde*, Code 16-3233-02 (Québec: ministère de l'Éducation, 1979).

T. O'Farrell-Gagnon et al, *Analyse des besoins langagiers en anglais, langue seconde, chez les élèves des quatrième et cinquième secondaires des écoles publiques du Québec*, Code 16-3224-09 (Québec: ministère de l'Éducation, 1980).

- Students in all regions of the province have a strong desire to learn English.
- Students wish to improve their ability to use English outside the classroom.
- Students wish to be able to use English for practical purposes.
- Students need English now and also anticipate needing it in the future.
- The information obtained from these studies, and compiled in a draft program¹, helped to determine the contexts in which such needs are likely to be felt.
- Written comprehension is considered a priority, although oral comprehension and oral and written production should not be neglected.
- School boards must have some freedom to enrich the minimum content, if need be.
- Continuity between elementary and secondary school programs is essential.

These factors, together with the contributions from the language sciences, dealt with in Section 1.3, led to a decision to carry out an extensive revision of existing program content and the accompanying methodologies.

1.2 Needs Analysis

After publication of the Green Paper and the consultation that followed, the ministère de l'Éducation began revising the programs. The first step in revising the programs for the second cycle of secondary school was to determine the needs of the target population. The intention was to analyze systematically and objectively the needs of the community with regard to second language teaching. The analysis, the first of its kind, was designed to compare the expectations of the community with what was actually going on in the classroom. *Need*, therefore, can be defined in this context as the difference between the current situation and the desired situation. The main steps in the analysis were the following:

- To identify the level of competency in English as a second language currently demonstrated by Secondary V graduates.
- To identify the level of competency in English as a second language that those concerned would like Secondary V graduates to demonstrate.
- To measure the difference between the current situation and the desired situation.
- To list the needs in order of priority.

¹*Enquête en vue de déterminer l'influence de l'environnement linguistique des élèves des 1^{re}, 2^{ième} et 3^{ième} secondaires sur l'apprentissage de l'anglais, langue seconde.*

The analysis set out to answer one fundamental question. Did the knowledge and skills acquired by students by the end of secondary school correspond to the community's expectations? Rather than checking whether the students were attaining the objectives stipulated in the existing programs, those responsible for the study sought to find data on which to base a new program.

A committee was formed with the mandate to draw up a list of skills that would give those surveyed an idea of the actual situation and the desired situation. The skills were then examined and 40 were chosen and presented, in the form of a questionnaire, to secondary school and CEGEP students and teachers, parents, educational consultants, employees and employers in every administrative region in Québec. The list of skills included the following:

- To understand a presentation in English on a specific topic.
- To apply the basic rules of English grammar.
- To write a job application letter in English.
- To ask for information in English.

These skills covered written comprehension, oral comprehension, written production and oral production. In addition, an open-ended question allowed the participants to express themselves freely on the subject. The questionnaire was approved and a representative sample of participants was chosen. Each skill was evaluated in terms of the following questions:

- In your opinion, to what degree do students in the second cycle of secondary school now master each of the skills listed in this questionnaire?
- In your opinion, to what degree should students in the second cycle of secondary school master each of these skills?

The results of the questionnaire indicated that the participants considered that it was important to acquire all the skills described in the questionnaire, but that at the end of secondary school, the students had not quite mastered them. There was therefore a gap between the current situation and the desired situation.

In conclusion, the authors of the analysis presented a set of recommendations for the teaching of English as a second language in the second cycle of secondary school. These recommendations included the following:

- The new program should place greater emphasis on oral and written comprehension and written production, than on oral production.
- Written comprehension skills should be considered a priority in all administrative regions in Québec.

- Efforts should be made to increase the level of performance in written production in Québec.

On the whole, the program takes into account the conclusions of this analysis. The overall conclusions are reflected not only in the objectives, but also in the amount of time devoted to each skill in the classroom.

Moreover, other factors had to be considered in developing a program, for example, the following:

- data provided by the implementation of the programs for elementary school and the first cycle of secondary school
- the present situation in Québec schools
- the sociolinguistic context of Québec
- second-language needs of students intending to pursue higher education
- the availability of authentic material, given Québec's cultural environment

These considerations, combined with the results of the needs analysis, led the Ministère to believe that it would be important in the second cycle of secondary school:

- to place greater emphasis on comprehension than on production
- to place greater emphasis on written texts than on oral texts

This consideration will be reflected, for the most part, in the amount of time spent on a given type of text. For example, 55% to 60% of class time may be devoted to comprehension as opposed to production and the same proportion to written texts as opposed to oral texts.

1.3 Foundations of the Program

In order to develop a program, several theoretical and practical factors have to be taken into consideration. On the basis of these factors, a coherent plan can be drawn up, allowing for a judicious selection of program content. The teaching of English as a second language draws on various disciplines including education, applied linguistics and language instruction. The information offered by these disciplines should be studied in light of the particular instructional and social contexts in which the program will be implemented. Such a process aims at ensuring a healthy balance between theory and practice.

For a number of years now, general educational theories have been moving in a new direction. Until recently, education was considered to be primarily an academic activity. Now, however, there is growing awareness that education should try to meet the practical needs of society and of the students. One result of this change in attitude is the new

view of students as the primary agents in their own learning. This view proposes that students be provided with a stimulating environment that responds to their needs and interests, and allows them to pursue their learning in their own way without feeling threatened. Such an environment should increase their desire to continue learning both inside and outside the school.

In the context of secondary school instruction, the emphasis placed on the students' personal responsibility for their learning and on creating a positive classroom atmosphere is particularly significant, since these students are adolescents who have a growing need both for autonomy and encouragement.

Concurrent with this change of direction in education, a change has also taken place in the reasons that motivate people to learn another language. The growing importance of the media and people's increased mobility have multiplied the opportunities for contact with speakers of other languages. As a result, a more pragmatic view of language has emerged; language is seen as a means of establishing contact with others. The emphasis must therefore be placed on learning functional, rather than literary language.

With this change in people's reasons for wanting to learn another language, important questions have been raised regarding the language-learning process. Behaviourist learning models and the structuralist view of language do not adequately explain the inherent complexity of language acquisition, both in and out of school. Certain observations about the language-learning process raise doubts as to the applicability of these theories.

Behaviourist theory maintains that learning a language is simply a matter of habit formation. If this model reflects reality, how does it explain language learners' ability to produce ungrammatical sentences that they have probably never heard? The learners' creativeness proves that they are capable of formulating hypotheses about the way language works; that they are capable of examining all the linguistic data that they receive and coming up with their own theories. This suggests that all learners need a relatively long period of time in which to absorb or assimilate language before being called upon to produce it. Their innate linguistic skills can then be nurtured.

The context in which this process takes place must also be considered: these learners, or "innate linguists," formulate their hypotheses on the basis of their contact with an authentic language, and in situations in which they feel a real need to understand and convey messages. Initially, they make the most of a minimum linguistic content and use many paralinguistic devices, such as gestures, intonation, facial expressions or illustrations. In the process of meaning negotiation, learners quickly realize that a single word or sentence can have several meanings, and that a single idea can take many different linguistic forms. They also learn that certain errors hinder communication, while others do not; errors of form are less important than errors in meaning, at least in the early stages of language learning. As learners become more skilful at decoding messages, they also become more proficient at handling the linguistic forms that enable them to convey their own messages.

Communication functions are at the heart of the learners' search for meaning. These functions are the underlying reason for all oral or written communication and reveal the

participants' communicative intention in any given situation. Language is always used for a purpose: to ask for information, to get someone to do something, to express feelings. These functions of communication can be expressed in a variety of simple or complex linguistic forms.

An instructional approach based solely on the structural aspects of language needs re-evaluating. The crucial importance of meaning may be neglected if the formal elements of a language are isolated. While the search for meaning enables the acquisition of linguistic forms, the opposite is not necessarily true; an exercise requiring students to manipulate language forms will not help them to understand or convey messages more effectively. Moreover, excessive attention to grammar makes learners overly conscious of aspects of the language that they do not dwell on in their first language. What students learn in class should therefore correspond to their existing knowledge of how language works.

Instead of being organized around grammatical structures, the English as a Second Language program is organized around the communicative intentions on which the search for meaning is based. The students must therefore be placed in situations in which they use language to express these intentions. Such situations should serve as a springboard for communication; they should not be mere pretexts for illustrating grammar rules.

From this perspective, errors are part of the learning process and help the learners validate their hypotheses about the workings of language. Errors that do not hinder communication should be corrected gradually in more or less the same way as in real-life situations.

Besides the fact that authentic communication gives meaning to messages, it must also be borne in mind that sociological factors can make even a well-formulated message inappropriate in certain contexts. Thus, the communicative intention is not reason enough to convey or understand a given message; the relationship between the message and other factors such as the participants involved and the situation itself must be taken into consideration. Although the aim of this program is to help students acquire competence in communication, it assumes that they are aware of these other factors in their native language and that they will be able to apply this knowledge to the second language, as long as they are provided with pertinent elements of that language.

In addition to these theoretical considerations, the program must also take into account factors inherent in Québec's sociocultural context. The linguistic environment in Québec is such that students have more opportunities to hear and read English via the media than they have to speak it. This is one of the reasons why the program places greater emphasis on comprehension than on production. Studies conducted in Québec in 1978 and 1979 have already highlighted the importance of this factor.

Other factors inherent in the classroom context also make certain decisions necessary. The classroom is not usually considered a natural environment; language learning in school is subject to time restrictions that limit the students' participation and contact with the language. These restrictions were taken into account in the decision to limit the linguistic content presented to students in order to attain the program objectives.

In addition to the learning objectives, a methodology that would respect the characteristics of authentic communication and encourage maximum use of the language was needed.

These considerations led to the selection of the following principles as the basis of this program.

- The educational system should respond to the needs expressed by society and by the school population.
- The students should play an active role in their own learning process.
- Language should be considered as an instrument of communication.
- The sociocultural environment and school context have a direct bearing on the learning of English as a second language in Québec.

1.4 Guiding Principles and Their Educational Implications

These principles and their educational implications were derived from the foundations of the program, discussed in Section 1.3.

Guiding Principles	Educational Implications
It is essential: 1. To respect students' needs and interests. 2. To encourage a positive attitude toward learning. 3. To view language as a means of communication. 4. To place greater emphasis on comprehension than on production, while integrating the two skills.	In class, teachers should try: • To choose learning situations that take into account the students' experience. • To create an atmosphere in which students will feel encouraged. • To encourage the development of positive attitudes toward the second language. • To motivate the students and to sustain that motivation. • To organize activities that meet an authentic or realistic communication need. • To avoid mechanical exercises presented out of context. • To stress that the message is more important than the form, and therefore tolerate errors in production that do not interfere with the comprehension of messages. • To present practical activities in meaningful, linguistically rich contexts. • To organize activities in which students are called upon to deal with the unpredictable aspect of the language. • To provide various situations within the parameters of communication, respecting the inherent characteristics of the spoken and written language.

1.5 Relationship between This Program and the Values and Goals of Education

According to *The Schools of Québec: Policy Statement and Plan of Action*, the Québec educational system aims at encouraging students' all-round development. In order to achieve this objective, certain values, including open-mindedness, self-respect, respect for others, and tolerance, necessary in a pluralistic society, are advocated.

These values are reflected in the goals of the English as a Second Language program for secondary school:

- To encourage the development of positive attitudes toward speakers of another language.
- To encourage the development of the basic skills needed to communicate with speakers of another language.
- To encourage students to explore the cultural activities of another linguistic group via a second language.
- To provide students with the necessary tools for continuing their general education at the post-secondary level.

The terminal and intermediate objectives alone will not necessarily lead the students to achieve these goals, particularly those concerning the development of positive attitudes toward speakers of another language and the exploration of the cultural activities of other linguistic groups. It is through the encouragement provided by their immediate environment (i.e. the school administration, their teachers, parents and friends) to pursue second-language learning and to respect the members of other ethnic groups that students will develop the desired attitudes. Furthermore, sustained interest in the second-language learning situations and activities and motivation to discover new and different realities through oral and written texts adapted to their age and needs will also promote desirable attitudes.

Only in a favourable context--and the school is only a part of it--can students develop a positive attitude toward speakers of another language and expand their exploration of other cultures.

1.6 Relationship between This Program and Other Programs

1.6.1 The English as a Second Language Program Outline

In order to truly understand the relationship between the new English as a Second Language program for the second cycle of secondary school and the preceding program outline, it is important to recognize how they differ. Whereas the program outline left school boards leeway to develop their own specific programs, this program reflects the ministère de l'Éducation's new approach advocating a single program for all secondary school students, in which the general and terminal objectives are specified. The attitudes

toward these two programs are therefore quite different, and this must be taken into account when comparing them.

In the program outline, while communication was considered the ultimate goal of second-language learning, it was assumed that mastery of form and grammar were enough to ensure achievement of this goal. Communication was regarded as an almost exclusively oral phenomenon, and writing served as an extension of the oral content. The language learning theory in vogue at the time advocated habit formation as the way to master the formal aspects of language. According to this approach, students were to avoid making errors so that correct habits would become second nature to them.

In the new program, communication continues to be regarded as the ultimate goal of second-language learning; however, priority is given to the content of the message without neglecting the form. Furthermore, an equal amount of time is spent on written communication as on oral communication. Current thinking and the particular situation in Québec today are such that greater importance is being given to the process of receiving than to conveying messages. The approach advocated in this program also takes into account the students' ability to formulate their own hypotheses about the workings of language. The conclusion is that errors that do not hinder communication should be tolerated as a normal occurrence in the learning process.

1.6.2 The English as a Second Language Programs for Elementary School and the First Cycle of Secondary School

The English as a Second Language program for the second cycle of secondary school ensures continuity with the first cycle program. Resulting from similar concerns and based on the same foundations, both programs were developed with the needs and interests of the target population in mind. Both programs favour a communicative approach in which priority is given to the message and the study of language is regarded as a vehicle for developing competence in communication.

The program for the first cycle of secondary school stresses the importance of the main language functions or communicative intentions in the terminal objectives, which also constitute the unit around which the elementary school program is organized. The program specifies various types of texts, including menus, news bulletins and letters, that are likely to help students to perform these functions. Concepts appropriate to the texts, such as place, participants and consequences, as well as characteristics of the texts, are specified.

While the types of texts are an integral part of the first cycle secondary program's terminal objectives, they are presented in the second cycle program for informational purposes only. The terminal objectives of the second cycle are based on a communicative intention, although a broader context is defined in this program than in the elementary and first cycle secondary programs. For example:

Communicative Intentions		
<i>Elementary</i>	<i>First Cycle Secondary</i>	<i>Second Cycle Secondary</i>
The students will be able to identify a third person.	The students will be able to exchange information about a person.	The students will be able to take part in discussions based on personal experience or on a given text in order to determine what action to take.

It follows that such linguistic macro-functions, or communicative intentions, taken in the global sense, should give rise to higher levels of language in both oral and written comprehension and production.

In addition, the second cycle program favours certain operations in both comprehension (e.g. locating specific information) and in production (e.g. discussing). These operations constitute the main link between the intermediate objectives themselves and between the intermediate and terminal objectives.

Contrary to the elementary school program, the ESL programs for the first and second cycles of secondary school do not specify compulsory linguistic content, vocabulary or expressions.

The same elements recur, implicitly or explicitly, in the programs for elementary school and the first and second cycle of secondary school, but their function differs from program to program. For example, types of texts constitute the core of the program for the first cycle of secondary school, but in the second cycle program they are listed for informational purposes only. In the elementary school program, on the other hand, types of texts are not listed at all but they are clearly an integral part of the learning process.

Furthermore, although message always takes precedence over form, students should be expected to become progressively more proficient in structuring their sentences. For this reason, grammatical concepts, well contextualized and integrated into the learning process, should not be rejected.

Appendix I provides a summary of the content of the English as a Second Language program for the first cycle of secondary school. This summary gives an idea of the knowledge students should have at the end of the first cycle.

1.6.3 The French (Language of Instruction) Program for Secondary School

Both the French (Language of Instruction) and English as a Second Language programs are intended for the same students, and both are based on communication. Their aim is to help students use the knowledge that will enable them to understand and produce oral and

written messages. The study of grammar is not seen as an end in itself, but as secondary to the development of language skills. In both programs, an effort is made to increase motivation by taking into account students' interests and experience. It is hoped that this approach will ensure that the messages to be understood and produced are as meaningful as possible.

The organizational structure of the two programs are also similar. They both revolve around the comprehension and production of a variety of authentic messages.

2. ORGANIZATION AND ORIENTATION OF THE PROGRAM

2.1 Global Objective and General Objectives of the English as a Second Language Program for the Second Cycle of Secondary School

Global Objective	
At the end of secondary school, students will be able to communicate in English in everyday situations.	
General Objectives of the Second Cycle	
At the end of the second cycle of secondary school, students will be able to understand oral and written messages with the help of certain preferred operations.	At the end of the second cycle of secondary school, students will be able to express themselves orally and in writing in situations that require various operations.

2.2 The Learning Process

In the course of their everyday lives, people learn in a natural, spontaneous way, without analyzing what they are learning. In the classroom, however, an artificial context in which the students do not necessarily understand why they are learning what they are learning, teachers should be vigilant, and ensure that the learning process is respected. Otherwise, the activity will be meaningless and inhibited.

The following example illustrates this point. Robert and Joanne are given a game with which they are unfamiliar (the learning situation). Their own and other people's past experience or the enclosed rules enable them to play the game (awareness of the task). The activity may nevertheless be meaningless and inhibited if, for example, the game is intended for children aged 3 to 6, if no rules were enclosed, or if nobody knew how to play the game. In this case, Robert and Joanne could write their own rules and continue with the learning process.

Once they have gotten past those obstacles and have started to play (practical experience), everything may go very smoothly, or another obstacle may crop up. For example, the enclosed or invented rules are vague and everyone could win, or they may find the game boring. In both cases, they put away the game and the learning process comes to an end.

On the other hand, they may decide to play the game and come to understand, individually or collectively, the source of their problems, the correct interpretation of the rules, good and bad strategies and necessary modifications (follow-up). This step can occur at any time during the learning process: the players have progressed in their learning and have acquired a certain mastery of the game, which could be increased by reinvesting their knowledge, i.e. by playing again. They have thus taken advantage of the experience of those around them.

Whatever the object of learning, be it a game or a second language, the process is similar: becoming aware of and accepting the task to be accomplished, gaining practical experience and following up. It is important to be aware that problems or obstacles may arise that slow down the learning process.

In the past, considerable effort seems to have been given to practical experience at the expense of awareness and follow-up activities. However, if practical experience is to be meaningful, if it is to lead to the acquisition of new skills and knowledge and be integrated with previously acquired skills and knowledge, it must be motivated. After gaining practical experience, it is essential that the students be aware of what has worked and what has not; if a student did not succeed in accomplishing a given task, why not? If students feel that they are not making any progress, they may lose all motivation to continue learning a second language.

The teaching of English as a second language, like all other disciplines, must take this learning process into account. Teachers should be supportive, kindling the students' interest and sustaining their motivation, they should help them gain practical experience and use the problems that arise as a basis for new experiences.

2.3 A Communicative Approach

An instructional approach is a set of postulates designed to establish a coherence between teaching, the foundations of a program and the proposed learning process. The process is communicative in the sense that it seeks to encourage the students to send or receive authentic messages, but not for purely academic reasons. Communication should not be confused with oral production. Communication implies both comprehension and production of oral or written messages. For example, there is communication between the author and the reader of a text, even if they are not in one another's presence.

The objectives are not necessarily communicative in themselves. It is possible, perhaps, to imagine grammatical objectives that might be dealt with in a communicative manner; it is also possible to imagine objectives based on language functions, that would be dealt with in a structural manner. The objectives derive their meaning from the approach taken. The approach favoured in this program should, first and foremost:

- take into account the students' interests and needs
- focus on the message

- convey a meaningful message
- place the message in a meaningful context
- use authentic language
- take into account the sociolinguistic aspect
- take into account the sociocultural aspect

- **Students' Interests and Needs**

Motivation to learn a second language, particularly in the second cycle of secondary school, is not a given. Motivation must be found outside of the language itself. The mere fact of learning a second language is not sufficient motivation for the students; they must be interested in what the second language can help them discover. They may want to know more about a subject that interests them, and in order to know more, they must be more familiar with the language. Thus, the only way to attract and sustain the students' interest is through stimulating activities that encourage them to understand the language as a means of more effectively discovering the unknown and to use the language for transmitting information, or for gathering additional information.

It is therefore essential that the activities and the oral and written texts used in class reflect the students' needs and interests in terms of both form and content. It must not be forgotten that today's students belong to an "audio-visual generation"; a text on Alexander Graham Bell is not enough to stimulate their interest. They must be able to make a connection between the learning situation and their everyday lives: their own use of the telephone, for example. Then perhaps they will be motivated to learn what Alexander Graham Bell did for them.

- **Message**

Like the programs for elementary school and the first cycle of secondary school, the program for the second cycle of secondary school stresses the message conveyed rather than the correctness of its form. Communication involves both comprehension and production. In comprehension, the students are expected to understand a message without having to analyze its structure or form. Questions, reformulation, illustrations and even grammatical references are helpful to comprehension. Grammatical references, however, should not be used too frequently so that the instructional approach becomes analytical. Grammar, if well integrated into language teaching, constitutes a pertinent aid to communication.

Production should be thought of as a personal organization of utterances based on information acquired by the speaker, who then reinvests it gradually as needed, either orally or in writing. The aim of the program is to teach students to transmit personal messages rather than to be satisfied with repeating fixed and stereotyped patterns

acquired in a purely mechanical way. Language is the reflection of personal thoughts, and the students should not be expected to regurgitate ready-made sentences. They should be encouraged to take risks instead of getting caught up with structuring their sentences perfectly. Consequently, certain mistakes must be tolerated, as long as the message comes through. Much greater emphasis should, however, be placed on correct grammar if students are at a more advanced stage of second-language learning, taking into consideration what they have already learned and individual differences.

- **Meaningful Message**

It was established in the section on motivation that there must be sufficient reason for students to want to learn a language. It is therefore important that the information exchanged convey something new to the students, or at least be meaningful and relevant for them, so that they will be encouraged to continue communicating.

Questions such as *What time is it?* or *What colour is your dress?* or even *Where's your dictionary?* are hardly meaningful when the answer is obvious because there is a clock nearby, or the girl wearing the dress in question is right in front of you or the dictionary is on the next desk. The same questions may, however, be meaningful if, for example, the speaker has no watch and needs to know the time, if the girl has just described a dress that she bought, but forgot to mention the colour, or if someone forgot to return the dictionary to its proper place. Questions of this type can be totally artificial, with no purpose but to practise structure, and fail to motivate the students or stimulate their desire to learn or to continue the activity.

The texts and activities presented to the students should therefore convey meaningful messages.

- **Meaningful Context**

It is not enough that the students receive or convey meaningful messages related to their needs and interests, and that these messages use authentic language. The messages must also be placed in a meaningful context. If students are to attain an objective by mastering language functions and using certain language structures, these structures must be contextualized. Language cannot be considered as a mere series of utterances; words and expressions that the students hear or read must derive their meaning from a particular context. The same goes for production: what the students express will be understood because it belongs to a coherent whole.

Teaching certain words or expressions related to the use of the telephone may seem perfectly reasonable since it could be argued that the topic corresponds to the students' needs and interests, that the students are receiving a meaningful message, and that authentic language is being used. However, if the students do not feel that they will have use for these elements in the near future, they are not likely to be strongly motivated to learn them. The topic should therefore be presented in a context that will be interesting to the students and that will help them understand by situating them in relation to other

contexts. The context should be meaningful, i.e. it should correspond to reality as we know it, or to an imaginary world (e.g. the world of science fiction). For example, the students could be encouraged to imagine the telephone of the future and to act out a situation involving the use of this telephone.

For this reason, activities such as hidden words or crossword puzzles or any other activities involving the use of isolated elements have little place in a communicative approach, since they ignore the communication context.

- **Authentic Language**

The language used in the classroom should be the language used in North America. Spoken language differs considerably from written language, and each should be given its due. There is no reason not to write down a dialogue, for example, but it must be understood that this type of text belongs to the realm of spoken language and should reflect this fact.

In spoken language some elements in the sentence are often suppressed, as in *You going there?* intonation may replace the interrogative form, as in *You're sure you don't want to come?* the order of words may differ, as in *You're leaving when?* or some elements may be contracted, as in *gonna, gotta, wanna* and so on. This is English as it is spoken by young Anglophones in North America, and students should learn to understand it, if they are to learn authentic language rather than the artificial language presented only in textbooks. A news report, for example, does not truly reflect the spoken language, it is merely a written text read aloud; therefore the language used is a transposition of spoken language. The same applies to conferences. A distinction should therefore be made between spoken language, written language and spoken language based on a written text. For these reasons, and in order to credibly reflect reality, it is preferable to use authentic material and to present the language as naturally as possible according to the context in which it is used.

At this point an important distinction should be made between comprehension and production in real-life situations. In comprehension, the listener or reader does not choose the message or the way in which it is formulated. The level of language used or the speaker's delivery and accent, for example, are elements over which the listener has no control. Students should therefore become familiar with various types of oral and written texts and various speakers or authors who use language in different ways. Students should be encouraged to understand various expressions that describe the same reality, and to build a linguistic repertoire on which they can draw when expressing themselves. Thus, when they want to convey a message, they will have several expressions to choose from, and therefore not have to construct a number of utterances in order to express the same reality. They can even afford to make mistakes if these do not hinder the flow of communication. It follows therefore that students should be exposed to much more diversified and complex texts and expressions in comprehension than any that would be expected of them in production.

Furthermore, some sentences may be authentic in one context but less so in another. To the questions, *What's your name? How old are you? and How many brothers do you have? Michel, Fifteen and Two* seem natural, and constitute complete answers. If teachers insist that the students answer *My name is Michel, I'm fifteen years old and I have two brothers*, the aim becomes strictly structural, and the language used is not authentic. The students would be justified in using a structure such as *My name is Michel. I'm fifteen and I have two brothers* in another context entirely: if asked to identify and describe themselves, for example.

Finally, if the authenticity of the language is to be reflected, texts and activities comprising a variety of expressions must be presented and less attention paid to developing specific structures.

- **Sociolinguistic Aspect**

Communication is influenced by various parameters: expressions and the level of language used can vary according to the age, number, status or mood of the participants, as well as according to the place and time of the activity. Thus a conversation between friends in the metro will not have the same tenor as a presentation before an audience, even though the topic may be identical.

The classroom is not a faithful reproduction of reality because there are very few communicational variations: the number of participants, their age, their status, as well as the setting of the activity are always the same. If students are exposed only to the language used by the teacher, they will become familiar with only one level of language, and be confused when faced with a different level. In order to avoid this, they should be placed in different comprehension situations first of all, in which the parameters of the language vary, so that they can become familiar with different expressions and the levels of language appropriate in these situations. Therefore, it is important to expose the students to various people from different backgrounds. Later on, they can be encouraged to take this sociolinguistic dimension into account in production situations, through role play or simulation activities.

Furthermore, the language used should reflect the North American reality.

- **Sociocultural Aspect**

Teaching a language implies dealing with certain cultural aspects of another people. However, the cultural aspect should not be taught as an end in itself, since this can lead to the use of stereotypes. The cultural dimension should rather be integrated into the teaching of the language itself, the written and oral texts and the learning situations, in which the similarities and differences between various ethnic groups can be a topic of discussion.

Although geography dictates that the language and cultural aspects taught be North American, teachers should not be ethnocentric and ignore other parts of the English-speaking world.

Finally, given that the students are immersed on a daily basis in a French-speaking context, which provides them with few or no opportunities to be in contact with the English-speaking world, teachers should take advantage of every opportunity to use any relevant material (e.g. magazines and newspapers) so that the students can relate what they are learning in school to a tangible reality.

2.4 Grammar and the Communicative Approach

This program views language as a means of communication. This implies that priority is given to sending and receiving messages. It aims to provide students with a supportive environment that allows room for error, since real communication implies a personal organization of utterances rather than memorization or repetition of elements learned and retransmitted mechanically. If the goal is to develop a certain autonomy of expression in the students, and it is certainly not too ambitious to try to reach such a goal in the second cycle of secondary school, the students must be allowed to express themselves spontaneously, without having a single, fixed, stereotyped model imposed on them.

This does not mean that there is no longer place for grammar in this type of approach, that students should be able to express themselves in "pidgin" English, their own version of the language which is removed from reality, or that they should transpose the organization of their native language to the target language and leave it at that. While the content of the message does take precedence over its form, this does not mean that form is to be disregarded entirely. Form is still an important aspect in production; there is no way of dealing with it in comprehension. But what must be determined now is how important it is, and in what respect.

The approach advocated in the former program outline was based on the acquisition of grammatical forms. A list of such forms was specified for each grade of secondary school according to the level of difficulty. For example, Secondary I was to learn the present simple tense and present progressive forms, the concept of countable and non-countable nouns, using *some* and *any*, the position and invariable nature of the regular descriptive adjective, and so on, while in Secondary V, the students were expected to master the past progressive tense, the present perfect tense, the future tense with *going to*, and the order of words in a sentence with the relative pronoun *whose*. The instructional material suggested many exercises intended to help the students master these grammatical elements that were the starting point of the teaching process.

As stated before, the approach advocated by the new program is based on conveying and receiving messages. The students are placed in a communicative situation that includes numerous activities designed to motivate them to understand and be understood. Grammar is no longer the starting point of the teaching process but is rather integrated into the learning situation as the teacher sees fit. It is no longer a question of anticipating grammatical problems and classifying them by level of difficulty and grade; it is a matter of

setting up a communicative learning situation that will stimulate communicative activities, and of focusing on the grammatical forms that present difficulties within the learning situation. At such a point, more formal exercises could be introduced, as long as they retain communicative characteristics, such as a plausible context, respect for the parameters of communication and the unpredictable nature of language as opposed to the mechanical aspect and the use of authentic language.

For example, in a grammatical approach, the concept of the future tense using *will* and *going to*, would be the starting point of the teaching process. There would be many exercises intended to help students acquire this precise grammatical form, and the students would be exposed to oral and written texts that are artificially constructed so as to highlight it.

In the new English as a Second Language program, however, no mention is made, in either cycle, of the acquisition of any specific grammatical element. This does not mean that grammatical forms should never be introduced, but that they should in no way constitute the starting point of a learning situation. They should be dealt with in a different manner. Take for example the learning situation *Preparing a Party*. Various activities involved in the actual organizing of a party would be initiated, for example, preparing the invitations and choosing the music, decorations and food. If, during discussions about the party, the teacher realizes that many of the students are having problems using the future tense, substituting forms such as "I going to bring" or "I bring," he or she might then plan an activity that focuses more closely on various forms that are used to situate an action in the future. However, this activity should be neither the starting point nor the basis of the learning situation.

A grammatical form should be dealt with when it arises, and placed in context rather than being isolated and treated mechanically. Of course, many grammatical problems may occur during the course of a learning situation. If the learning situation were to be interrupted to deal with each problem, communication would not be continuous and the students would begin to feel insecure, making it difficult to complete the learning situation. Teachers should therefore be discerning. While the instructional material may, according to theme, situation, activity and phrases proposed, suggest types of activities dealing with certain anticipated grammatical problems, it cannot take into account all the particulars of the classroom, such as the students' abilities, or the precise moment at which grammatical errors will occur. It is up to the teacher to determine which errors deserve special treatment, to choose the appropriate time for dealing with them and to develop an activity within a communicative context, based on the suggested examples.

Moreover, all grammatical errors do not deserve equal attention; some will never be corrected in the classroom, because of the students' age, their previous experience, the influence of their environment or the time allotted to teaching. Teachers should first determine which errors inhibit the comprehension of the message and deal mainly with these. In the preceding example, using *I bring two records* instead of *I'm going to bring two records* does not at all inhibit communication, and the teacher might simply point out the error or try to correct it by asking a question such as *How many records are you going to bring?* or by reformulating the student's statement: *Oh, I see. You're going to bring two records. What else?*

Not all the grammar rules that might come up in the classroom really deserve such attention. The grade being addressed should also be taken into account. A higher performance level may be expected of Secondary V students than of Secondary I or Secondary III students, and therefore greater grammatical skill may be demanded from these students. Many other factors, however, are involved, particularly the students' previous competence depending on their immediate linguistic environment either at home or in school. In addition, the authenticity of the language used in transmitting an oral message must also be considered, bearing in mind that spoken language is not always governed by the grammar rules of written language.

Finally, the majority of students cannot be expected to master the language from a grammatical point of view, i.e. to be able to speak the language without some errors, by the end of secondary school. School alone cannot accomplish this task. This does not mean that all errors should be ignored, but that the emphasis should rather be placed on helping students develop strategies that allow them to communicate according to the situation in which they find themselves. It bears repeating that the global objective for English as a second language in secondary school is *to communicate in English in everyday situations*.

2.5 Types of Texts

It is important to understand that the term *text* in this program refers to both oral and written texts. This explains why both the oral comprehension and production objectives and the written comprehension and production objectives include this concept. Televised weather reports, sports bulletins, assembly instructions, postcards, classified ads, dialogues, recipes and literary texts are all examples of types of texts, in keeping with the language used in the ESL program for the first cycle of secondary school, where the terminal objectives are based on types of texts.

In the second cycle of secondary school, the types of texts are listed for informational purposes only. However, it is important that the texts selected by teachers or authors of instructional material be consistent with the objective to be attained. Obviously, students should not be asked to practise finding continuous or specific items of information in directions, recipes, or assembly instructions. Also, it would be pointless to ask the students to distinguish between arguments for and arguments against used by an author in a biographical sketch. There must therefore be a close link between the objective pursued and the type of text used.

It is also essential that these types of texts reflect the interests of the students, in terms of both the subject and the way in which it is dealt with. It is important to remember that these texts can serve as the starting point or catalyst for various activities and learning situations, and that it is essential that the texts stimulate the students' desire to continue learning. A lecture on Christopher Columbus may be extremely boring, but the students might be much more interested if it were situated within the context of the 1992 celebrations of the 500th anniversary of the discovery of the New World.

Appendix 4 contains suggestions concerning the types of texts that might be used in the second cycle of secondary school. Some of these types of texts were presented in the first cycle program, while others are new. Teachers can reuse some of the types of texts that were introduced in the first cycle, but should add concepts and increase the complexity of the texts' characteristics.

The types of texts suggested for the second cycle have been divided into three categories: A, B and C, depending on their level of difficulty, which is based on the following characteristics:

- predictability of linguistic forms
- length of text
- use of more or less limited vocabulary

Therefore, a menu would probably belong to Category A, the least difficult level, since the linguistic forms used are usually fixed, the text is brief, and the vocabulary is limited. On the other hand, a story would more likely belong to Category C, since the characteristics of this type of text tend to be more complex.

The types of texts suggested in the table of intermediate objectives are for the most part drawn from Categories B and C. Category A texts have already been presented either in elementary school, or in the first cycle of secondary school. Now, in the second cycle, more complicated texts may be used; however, simpler texts can still be used from time to time during the school year.

Appendix 4 also indicates whether the texts are more suited to oral or written comprehension and production. For example, a *Lost and Found* ad may be used as appropriately in oral as in written comprehension or production, while newspapers should be used in written comprehension activities only, because the students should not be expected to understand newspaper articles that are read aloud, or to write in newspaper article style.

Finally, it should be borne in mind that the types of texts, the categories and their distribution among oral and written comprehension and production are merely suggestions.

2.6 Operations

Operations are well-thought-out actions or combinations of actions that make it possible to obtain a given result. Operations are the link between the intermediate objectives themselves and between the intermediate and the terminal objectives. For example, Intermediate Objective 1, *to identify in a text words or groups of words that are related in meaning* can be dealt with in a purely academic manner by having the students find synonyms or antonyms for a given word in the text. The objectives will derive meaning from the operations which provide the reason for the actions. In the above example, the action consists in *inferring the meaning of linguistic elements on the basis of clues in the*

context. Objective 1 therefore seeks to provide students with a means of discovering the meaning of elements with which they are not familiar in oral or written texts. However, the intermediate objectives and the operations should be closely related to the terminal objective. If students are asked to infer the meaning of a linguistic element so as to improve their comprehension of the text, it must be in order to attain a broader goal: for example, *to solve a problem, or to inform themselves about actions to be taken*.

2.6.1 Comprehension Operations

Comprehension (oral or written) is a phenomenon that occurs essentially in the mind. The students' comprehension can be verified in various ways, but there is no guarantee that they are performing the operations they are expected to be performing. Thus, while the students are inferring the meaning of certain linguistic elements, they may also at the same time find continuous information contained in the text. For this reason, operations in comprehension are referred to as *Preferred Operations* and are intended as points of reference for teachers and evaluators. The students should also be made aware of the various operations so that they know which one is required depending on what is to be accomplished. These operations are carried out spontaneously in real-life situations but, in the classroom, they must be initiated by the teacher within the learning situation.

It follows that the operations must not be viewed as isolated activities. For example, while comparing information in several texts on the same subject, the students can just as well be locating specific items of information and inferring the meaning of unfamiliar linguistic elements.

The above information may be represented as follows:

<i>Intermediate Objective 1</i>	<i>Operation</i>		<i>Terminal Objective</i>
The students will be able to identify in a text words or groups of words that are related in meaning.	Inferring the meaning of linguistic or conceptual elements	in order	to solve a problem.

The operations, which will be discussed in detail later on, can be summarized as follows:

Comprehension

- Inferring the meaning of linguistic or conceptual elements
- Finding continuous information

- Locating specific items of information
- Looking for details
- Comparing information

Production

- Asserting
- Questioning
- Restating
- Discussing
- **Inferring the Meaning of Linguistic or Conceptual Elements**

This operation involves deriving, by reasoning, the meaning of certain linguistic or conceptual elements based on clues such as definitions in the text, the table of contents, sound effects, and so on.

Often, when students read or listen to a text, certain elements, words or groups of words escape them either intrinsically, because they are unfamiliar with these elements in a given context, or extrinsically, due to noise or bad penmanship, for example. Their comprehension may very well be unaffected by the unfamiliarity of these elements, if they are not essential elements. But it is also possible that their lack of knowledge imperil the overall comprehension of a text for two basic reasons. First, misinterpretations of the meaning of a specific element that is essential in the text. For example, if the students are reading a text about computers and interpret the word *computer* as meaning *commuter*, they may understand the rest of the text but their overall comprehension is compromised by their incorrect interpretation of the word *computer*. Second, unfamiliarity with too many elements in the text. In this case inferring would be almost impossible and the teacher should select a less difficult text.

The point of this operation is not to have the students look up every word with which they are unfamiliar. Its aim is rather to have the students use all pertinent clues to find the meaning of elements that are essential to the comprehension of the text. This operation is not, under any circumstances, to become an exercise in finding synonyms, antonyms or definitions; the point is to use all the resources of the written or oral text to lead the students to infer in order to increase their comprehension.

- **Finding Continuous Information**

This operation involves identifying the essential information in a text. This operation is used quite frequently in everyday life: newspaper articles are often skimmed as opposed to read intently in order to grasp all the details. Even in reading a book, complete sentences or even paragraphs that seem boring, insignificant, or awkward are sometimes spontaneously suppressed. Yet the global message of a text can still be understood by skimming or listening in a distracted way.

Students should learn not to linger over every detail of the text if the task does not require them to do so. In this way, they will become used to reading without stumbling over each sentence or paragraph of a text, even if they are unfamiliar with several elements.

Of course, not all types of texts lend themselves to this operation. Why would one seek to understand the global message in the instructions for assembling a piece of furniture, for example?

This operation is closely related to the inferring operation mentioned previously. That is, in trying to find the continuous information in a text, the students' inferring skills are called into action. This operation is also closely related to the locating operation that follows in that students can locate a specific item of information that they would like to know more about while finding continuous information in a text.

- **Locating Specific Items of Information**

This operation involves precisely identifying one or more items of information that have been preselected by the reader or the listener, or by another person. This information may concern a discrete item of information such as price, weight, name, place, age, time, and so on, or it may concern a continuous item of information such as cause, effect, or description.

Readers or listeners do not necessarily want to know all the information contained in a text, either because of lack of time or interest, or for other reasons. Thus, in the case of an advertisement for computers, at first the only point of interest might be the price. If the price is too high, the reader will not go on. If, however, the price seems satisfactory, the reader might look for one or more additional items of information. In the same way, in oral comprehension, the listener may choose to pay attention only to the items of information that are essential to a specific goal. For example, if the listener is in a noisy airport where the messages announced over the intercom are unclear, instead of trying to understand everything, the listener could concentrate on the flight number, the gate number or the time of departure.

The students must learn to locate specific items of information that they themselves want to know or that they have been asked to locate, without necessarily having to worry about the global message conveyed by the text.

- **Looking for Details**

This operation involves identifying certain aspects of a written or oral text, such as arguments, facts, opinions and prejudices. It is not a matter of getting involved in great controversies, or of directing the students toward a text analysis that can become an academic exercise. The operation must always be linked to a terminal objective. If students are asked to *distinguish between arguments for and arguments against used by a writer or a speaker*, the purpose will be to *inform themselves about actions to be taken*, for example. Therefore, after reading a travel article, the students will be able to identify the author's arguments for and against a given vacation spot and then determine whether or not they would choose this destination.

- **Comparing Information**

This operation involves identifying the similarities and differences in the information conveyed by several texts on the same subject. Information about any given subject may come from many different sources. Obvious examples are the news or pervasive advertising in the various media. Information dealing with the same event may convey different interpretations according to the writer's or the speaker's philosophy, objectivity, personal involvement, level of education, knowledge of the subject, age and so on. Furthermore, a given text will not necessarily transmit everything the reader or listener wishes to know about a particular subject. However, this information might be found by reading or listening to other texts on the same subject. For example, a television news report may convey only the basics about a news item, while a newspaper may provide additional details.

For this reason, it is important that the students learn to look for complementary information about a given subject in different oral or written texts, whether it is for personal development or to initiate or carry out an action. It is also important for them to learn to establish relationships between texts that convey similar information, in order to examine this information critically and ultimately form their own opinion.

2.6.2 Production Operations

As mentioned earlier, the four production operations are: restating, questioning, asserting and discussing.

Contrary to what occurs in comprehension, production operations can be verified immediately. Whereas in comprehension teachers cannot be sure whether the operation going on in the students' minds while they are reading or listening to a text is an inferring or locating operation, in production, teachers know immediately if the operation involves questioning or asserting, even if the students have difficulty conveying the message.

Just as different operations are used in comprehension depending on the text being read or listened to and on the aim of the exercise, different operations are also used in production depending on the person receiving the message, the circumstances, and the situation.

This is what happens in real-life situations and what should be reproduced in the classroom. Thus, just as a complete reading of a text is not always necessary in comprehension, activities in production should not be based primarily on questioning (question-answer sessions, for example). It is essential to place the students in situations in which their activities will be diversified, and in which they will have recourse to many different operations.

Like comprehension operations, production operations are closely linked to one another, and the four operations may often occur during the same exchange between two or more people. Thus it is possible, within one exchange, to reformulate arguments used by another person (restating); to ask others to clarify the ideas that they have expressed (questioning); to formulate their own arguments (asserting); and to discuss opinions expressed by others (discussing).

Finally, it must be remembered that production implies an interaction, which means that it assumes that comprehension has already taken place. This imparts a dual nature to production, which should be taken into account in classroom conversations.

- **Restating**

This operation involves repeating, in one's own words, information provided by another person, without adding any personal conceptual elements. For example, warning others that they are *not allowed to walk on the lawn* would be restating a sign saying *Keep off the grass*. The transmitted data may be an argument, fact, event, opinion, idea, or prejudice conveyed either orally or in writing by another person. The operation may deal with all the information or just a part of it; thus only certain arguments presented by another person need to be retained. The operation may involve information transmitted by one or more speakers or writers.

Obviously, the restating operation is very closely related to the others. If the opinions, ideas or arguments of another person are restated, it is usually to adopt them completely or partially as one's own (asserting) or to discuss them (discussing). Questions can always be asked in order to increase comprehension (questioning).

Thus, facts about a baseball game reported in a newspaper article and those conveyed by a television reporter may be restated. Then agreement or disagreement with one or the other can be asserted by reporting the facts as they have been perceived personally.

- **Questioning**

This operation involves asking or answering a question. The question or answer may deal with one or more discrete items of information, such as price, weight, name, place, age or time. It may also deal with one or more continuous items of information such as the future, the consequences of certain actions, or descriptions. The goal of the activity may be to ask someone to clarify his or her question, either because it was inaudible due to noise, for example, or because it was ambiguous, as in *Where do you come from?* which

may be asked for the purpose of finding out where someone was born, or where he or she lives. The goal of questioning might also be to ask someone to be more specific about the ideas he or she has expressed, either because they were not sufficiently developed, or because they do not seem clear enough to the listener or reader.

This operation can generate simple questions such as *What's your name?* (discrete item of information) or complex ones such as *You were talking about violence in sports. Could you tell us more precisely what particular sports you had in mind?* (asking others to be more specific about the ideas that they have expressed). There is obviously a close relationship between this operation and the others. The first part of the preceding statement, *You were talking about violence in sports*, is an example of restating in which the listener has summarized the essential information transmitted by another person.

- **Asserting**

This operation involves providing personal information about a given topic. The information may take the form of hypotheses, opinions, ideas, arguments, facts or events. The activity will be communicative if it enables the participants to express their opinions or to formulate arguments; or descriptive, if it enables them to provide the physical characteristics of a person, for example. The activity may deal with reality, if facts are being reported, or with fiction, if the students are telling stories that they have made up.

The personal information transmitted may be entirely on the writer's or the speaker's initiative, or it may be solicited or even provoked by an outside stimulus coming from one or more sources. Thus, in the example of the newspaper article and television report on the same subject, the act of expressing agreement or disagreement with one or the other, or of reporting the facts as they are perceived personally, constitutes asserting.

- **Discussing**

This operation involves comparing information with others and accepting or rejecting it based on certain arguments. The information may take the form of hypotheses, facts, events, ideas or opinions.

Unlike the other production operations, discussion must be initiated by a stimulus. Indeed, restating someone's remarks, asking a question or asserting a statement can be the point of departure for an interaction, but this is not the case with discussing. In order for discussion to take place, questioning, restating or asserting must already have occurred. Discussing therefore implies a high level of difficulty, because in addition to presenting their own arguments, the participants must understand and appreciate those of the other participants. The operation may generate a complex interaction during which restating, questioning and asserting occur constantly.

3. LEARNING CONTENT

3.1 Introduction

Terminal objectives are expressed as communicative intentions, that is, they represent the reason for reading or listening to a text in comprehension, or for speaking or writing in production (e.g. to solve a problem, to form an opinion, or to inform others about facts or actions to be taken). The terminal objectives are the catalyst for all the objectives and operations; they are the pivot around which the activities or the learning situation integrating these are organized. By their very nature, the terminal objectives constitute a sufficient reason for students to perform operations within the framework of one or more intermediate objectives.

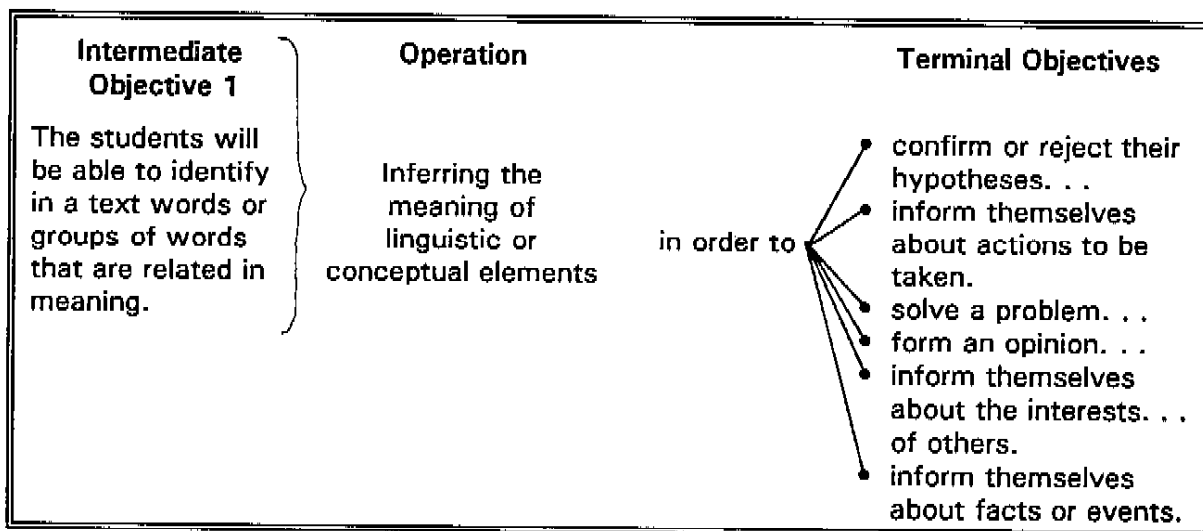
Intermediate objectives are given as tasks to be accomplished in order to attain the terminal objective and are classified by operation. All the intermediate objectives apply equally to written and oral work. An intermediate objective should be read in relation to an operation and a terminal objective, and not as an end in itself.

Each intermediate objective can be linked to any one of the terminal objectives.

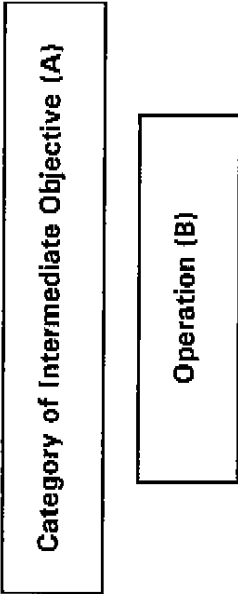
N.B.: This relationship between terminal and intermediate objectives does not at all mean that each intermediate objective should be covered in relation to each terminal objective, but rather that the variety offers many choices. In other words, a terminal objective may be attained through any one of the intermediate objectives. What is important is that all the terminal and intermediate objectives be covered by the end of the year, taking the weighting into account (see Section 4.5).

Operations are the means by which students deal with the text, depending on their own goal or on the circumstances in which they have been placed.

The preceding information may be represented as follows:



3.2 Context of the Intermediate Objectives



INTERMEDIATE OBJECTIVES		Level of Difficulty (D)	Types of Texts (E)	SAMPLE TEXTS (F)
No.	ORAL	WRITTEN		

- (A) There are two categories of intermediate objectives: comprehension and production. Each category includes both oral and written work.
- (B) The intermediate objectives are classified by operation. In comprehension, the term *preferred operation* is used. There are six operations in comprehension and four in production.
- (C) The intermediate objectives are grouped under the operation (B). Each intermediate objective can be related to any one of the terminal objectives.

The number in the left-hand column under *Intermediate Objectives*, merely indicates the order in which the intermediate objectives appear. This order in no way indicates priority because the objectives should not be compartmentalized. Objectives 1 through 23 involve comprehension, while objectives 24 through 46 involve production.

The *Oral* and *Written* columns are intended as a reminder that each intermediate objective refers to both oral and written work.

(D) The level of difficulty of each intermediate objective is listed here. There are three levels of difficulty that are in no way related to a specific grade. Level of difficulty 1 may apply as easily to Secondary V as Level of difficulty 2 to Secondary III. Distribution is based on permutation and is explained in Chapter 4, *Distribution of the Learning Content among Secondary III, IV and V*.

N.B.: The elements described in (A) through (D) are prescriptive, while those described in (E) and (F) are for informational purposes only.

(E) These are the **types of texts** that would be most relevant to the intermediate objectives. The letter refers to the category of the text and the number to the type of text, as explained in Appendix 4. For example, if *B6* appears in this column, it means that a *Help Wanted* ad would be particularly appropriate for the intermediate objective in question.

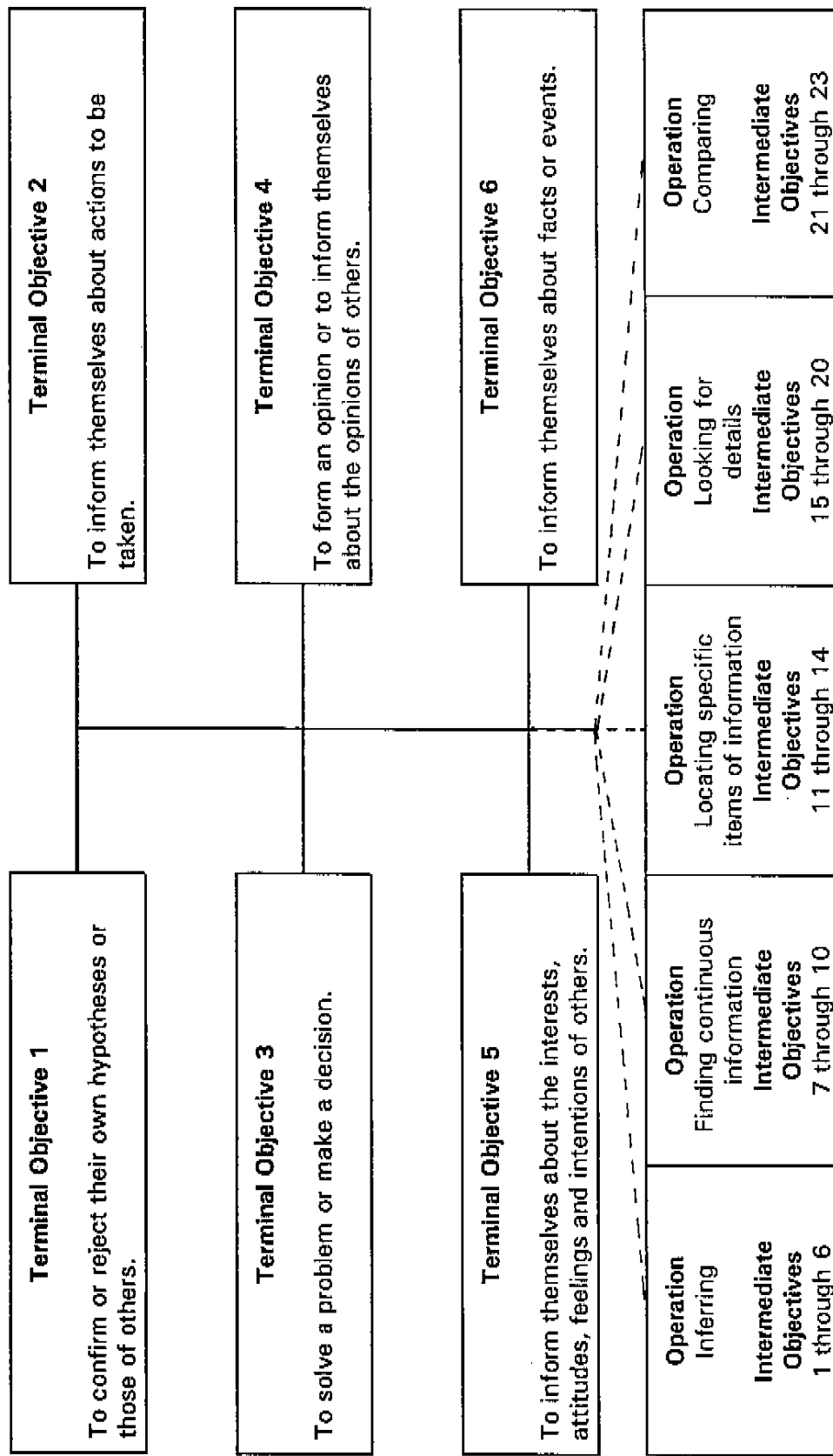
(F) This column lists **Sample texts** that provide a more concrete illustration of the intermediate objective. The parts that relate directly to the objective are highlighted. These samples are in no way intended to define the characteristics of the text for a given objective; characteristics may vary considerably, as explained in Section 4.2 on permutation. Teachers should realize that these samples are often very limited for organizational reasons, given that some objectives may relate to several texts on the same subject.

Usually, one sample text is given for written work, and one for oral work. The oral text is in quotation marks. The information in parentheses refers to the category and type of text to which the sample belongs (see Appendix 4 for a complete listing).

3.3 Comprehension Objectives

3.3.1 Terminal Objectives

By the end of the second cycle of secondary school, students will be able to understand oral and written messages, in order:



N.B.: Teachers should remember that every intermediate objective is only one way of attaining a terminal objective.

3.3.2 Intermediate Objectives

COMPREHENSION

PREFERRED OPERATION: Inferring the meaning of linguistic or conceptual elements on the basis of clues in the context.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
1	To identify in a text words or groups of words that are related in meaning.		1	A4, A11, B, C	Baby-sitter wanted. Part-time, Tuesday and Thursday mornings. (B7) "We're having trouble with birds in our neighbourhood. Sparrows are particularly bothersome." (C9)
2	To associate ideas among different words or groups of words used by a writer or a speaker.		2	A4, A11, B, C	The quarterback played brilliantly. Six of the ten passes he threw were successful. (B1) "How did it happen? Anyone hurt? Yes, that's a very dangerous road at night. I guess the brakes failed. Quite a mishap!" (C9)
3	To extrapolate information from the title, table of contents, preface, back cover, illustrations, index, synopsis, sound effects, sound track, etc.		1	A3, A4, A10, B1, B8, B9, B10, B11, B14, C2, C3, C4, C9, C12, C13, C14, C15, C17, C18, C19, C20, C22	First, insert plug into side slot. . . (B9) "O.K, now write your home room number here in the top right-hand corner." (B10)

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
4	To extrapolate information from given words or sentences.		1	B, C	"Last call. . . Toronto . . . Gate 4." (B4) Local Boy Saves Father of Four. (C14)
5	To extrapolate information from the beginning of a text.		2	C	"All night long I'll sing you the song Of the strange house on the rise And its even stranger surprise." (C20) Not all computers are suitable for home entertainment. Some are highly adaptable while others are restricted to only certain kinds of software. . . (C3)
6	To extrapolate information from an extract of a text.		2	C	"As I was saying. . . once you have three cards, you can place them face up on the table. Each card is worth at least five points, face cards are worth ten and. . . (C2) So then I asked him about his trip to England and Scotland. . . (C11)

COMPREHENSION

PREFERRED OPERATION: Finding continuous information.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
7	To identify the key words in a passage or a text.		1	B, C	This film is not for the faint of heart. Many scenes are violent and most, if not all, of that violence is purposeless. The acting is weak, by the music is superior. Not recommended for family viewing. {C7}
8	To identify the key sentences in a passage or a text.		2	B, C	"Some people are just unlucky in matters of the heart. Donna Pickles of Pembroke Pond has been engaged twenty-five times but has never married. After ninety years of single life she just can't take the plunge." {C13}
9	To identify the main idea of a passage or a text.		2	C	"I was at the store buying some books when I met Danny; you know, the boy who works at the Globe Theatre. He told me about this great opening sale down at Record Cave. So I went down there. You should too, it's a wonderful place." {C9}

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
10	To identify the supporting ideas of a passage or a text.		3	C	The rise in popularity of video movies can be attributed to economic factors as well. Two of these factors dominate. First, the rapidly increasing cost of movies shown in local theatres. . . Second, the cost-sharing schemes used by many video owners. . . (C19) A nameless evil is a work in Gilland Sound: strange noises disturb the night, flashing lights appear in the sky, people disappear without a trace. The safety of the city, maybe of the world, is threatened. Only one man can unravel this mystery. Doctor Arnold Prince sets out to track down the source of this evil and ends up fighting the battle of his life. (C7)

COMPREHENSION

PREFERRED OPERATION: Locating specific items of information.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
11	To identify a discrete item of information.		1	A, B, C	Ski equipment bindings: 39 hats: 22 gloves: 23 poles: 38 socks: 23 (A2) "Attention. Tickets to Saturday's dance are now available in Room 512." (B5) English homework due September 12. (C5) Come to our Halloween party, October 31 at 8:30. Wear your costume and bring a friend. Our address is 19 Oak Avenue. (A7) "Attention students who take Bus 12. Your bus number has been changed for this week only to Number 16. This bus will take a longer route so warn your parents that you'll be later than usual." (B4)
12	To identify several discrete items of information.		2	A, B, C	

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN	2	B, C	Thank you for your gift. I have always enjoyed music so much and now I can listen to my tapes any time I want. The new headset means that my family won't have to tell me to turn the volume down. (B15) The detective walked slowly toward the window. His gun was already in his hand. If his instinct was right, he'd need it! When he reached the window, two shots rang out in the alley below. The criminal fell to the ground, his gun unused in his hand. (C16) The anger rose inside him. He had never been in a fight before but he was ready for one now. Slowly, he turned to face his attacker. His fists were clenched by his sides and his mouth was tight in a frown. . . (C16) "How did you find me, Inspector?" "Your trail was easy to follow, Max. You used your own car until you stole that truck in Campbellton and left it exactly where you took the train. It was as if you wanted to get caught." "Maybe I did. I guess I'm tired of running." (C19)
13	To identify a continuous item of information.				
14	To identify several continuous items of information.		3	B, C	

COMPREHENSION

PREFERRED OPERATION: Looking for details.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
15	To distinguish between arguments for and arguments against used by a writer or a speaker.		2	B1, B4, B5, B6, B7, B10, B11, B13, C	Real-to-reel tapes have the advantage of longer life and greater range of tonal quality. They are however more difficult to operate than cassettes. There is also less selection in pre-recorded music. (C14) "Yeah, I like that group a lot; they have great guitar backgrounds but the vocals are weak and the lead singer isn't clear enough." (C12) The jacket is available in seven colours and makes you look like a professional on the slopes. (B2) "Did you hear about Helen and Steve? They broke up. Steve was boring anyway. Helen's coming to my party on Saturday, so be there!" (C9) All the beaches are beautiful. My favourite is Sandywood. It has a pier and a sailing club. Tell you more when I get home. George. (B12) "Well, most schools have computer programming courses now. Our school is really ahead of the others, it offers four different kinds of computer technology courses." (C9)
16	To distinguish between facts and opinions expressed by a writer or a speaker.		3	B1, B2, C	
17	To distinguish between general and specific statements made by a writer or a speaker.		2	B, C	

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
18	To identify non-objective statements or prejudices expressed by a writer or a speaker.		3	B1, B2, B13, C	"This book was written by a young Australian woman. It's not surprising then, that there is not one man in the entire story. Her characters are wealthy farm owners on a journey to their friend's second wedding." (C7)
19	To retrace the chronological sequence of facts or events reported by a writer or a speaker.		1	A11, B1, B4, B8, B9, B10, B11, B13, C	"Before starting the machine, check that all dials are in the OFF position. Next . . ." (B8) Rob moved slowly through the excited crowd. People were reaching out to touch him. He shook as many hands as he could as he made his way to the stage. As he started up the steps, a young fan grabbed his neck and kissed his cheek. The crowd roared its approval. Rob stepped into the spotlight and began his first song, still blushing. (C16)
20	To identify any incoherence, lack of continuity or lack of logical links in a passage or a text.		3	C	I met these new kids yesterday, Betty and Janet. She told me about it. So they took me to the gym competition. (C10)

COMPREHENSION

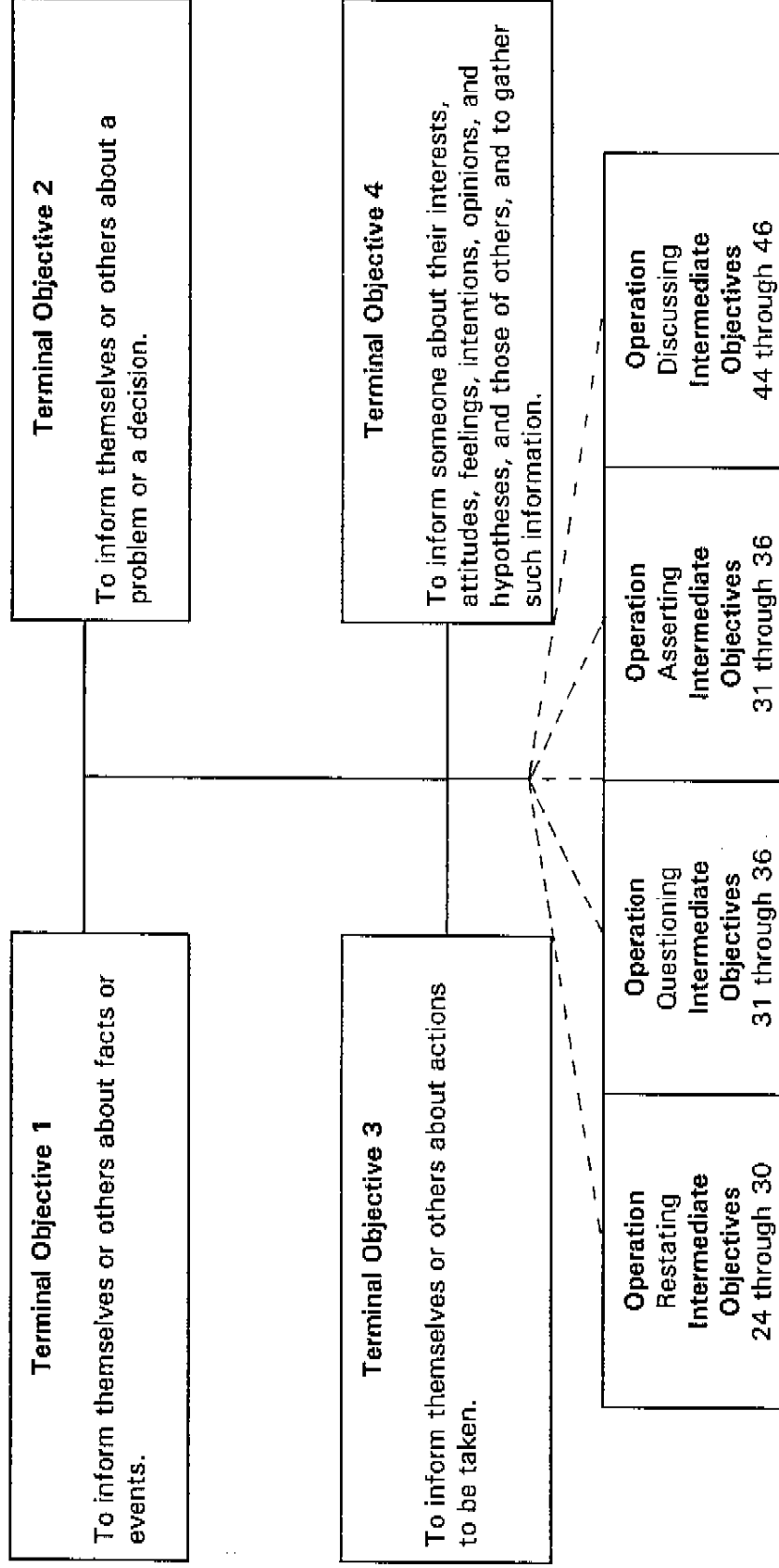
PREFERRED OPERATION: Comparing information
in several texts on the same subject.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
21	To identify similar information reported in different texts on the same subject.		1	A, B, C	"... then he tripped and those coming behind him fell on top of him. It was a real mess." (C9) Yesterday, the favourite runner in the marathon slipped on an apple core thrown onto the track. Other runners ran into him. (B1) "Yeah, I saw that. There were four different bands." "Only three. The first group came back for a second set." (C9) Hamburgers: 2.50 Hot dogs: 1.25 Drinks: .75 (A1) TODAY'S SPECIAL Free Drink with Every Hamburger (B2) "How about a pair of Rockyclean jeans? I have some and they're really easy to take care of." "I had a pair of red Rockycleans; they faded to pink when I washed them." (C9)
22	To identify different, complementary or contradictory information reported in different texts on the same subject.		2	A, B, C	
23	To identify the similarities and differences between the opinions, arguments and prejudices expressed in several texts on the same subject.		3	B, C	

3.4 Production Objectives

3.4.1 Terminal Objectives

By the end of the second cycle of secondary school, students will be able to express themselves orally and in writing in order:



N.B.: Teachers should remember that every intermediate objective is only one way of attaining a terminal objective.

3.4.2 Intermediate Objectives

PRODUCTION

OPERATION: Restating.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
24	To reformulate arguments for or against used by another person.		3	B, C	"You're right; you can't get better prices anywhere else in town. We should go to Liddy's." (B11) I agree with Pat. Tapes are easier to use and last longer than records. So let's use tapes. (B15)
25	To reformulate facts or events related by another person.		2	B, C	"O.K. So you saw the principal in the gym, and he had our final marks; you're sure?" (C9) I read <i>Down the Slot</i> today. The opening chapter was great. This video genius, a 16-year-old girl, starts playing a new machine at the arcade. . . (C11)
26	To reformulate opinions, ideas, non-objective statements or prejudices expressed by another person.		3	C	"Listen. My computer teacher knows all about these things and he suggested the Orange B12 model." "Well, my dad says the Commander Compact has more features." (C12)

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
27		To reconstruct the chronological sequence of facts or events related by another person.	1	C	"Look. I saw it on the news. First they closed the stadium doors, then there was a riot." (C9) Well, first he told us about the rules of the game, then he gave examples. Then. . . (C9)
28		To relate similar or different information expressed by several people on the same subject.	2	C	Peter thinks downhill skiing costs too much and Julia thinks cross-country skiing isn't exciting. Dad decided we'd go for one week of each to please everyone. (C10)
29		To summarize the essential information transmitted by another person.	2	C	"Mr. Brooks says the final exam is on the 12th of June but Mrs. Carlington thinks it's the 8th. I don't know, according to my schedule, it's on the 15th." (C9) "What Robert means is that we have a lot of homework already. The test isn't this week, so maybe we could have no homework in English." (C9)
30		To summarize the essential information transmitted by several people on the same subject.	3	C	"I asked everybody in the class and most people think. . ." (C9)

PRODUCTION

OPERATION: Questioning.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
31	To ask a question about one or more discrete items of information.		1	A, B, C	Dear Sirs: Please send four Gladrag posters and let me know if you have any posters of the new group Beanstrings. Thank you. (B14) "Hello, bus station? Do you have a bus to Québec City today and if so when does it leave?" (B6) "Hey, Sylvie! What happened at the dance last night?" (C9) Can you tell me what it was like at summer camp? (C10) "It's on the third floor, next to the library." (B11)
32	To ask a question about one or more continuous items of information.		2	A, B, C	
33	To answer one or more questions about one or more discrete items of information.		1	B, C	
34	To answer one or more questions about one or more continuous items of information.		2	B, C	"I guess there are four reasons for choosing this particular summer job. . ." (B15) "Yeah, it means students can't use the elevator unless it's an emergency." (C12)
35	To ask others to clarify their questions.		1	A, B, C	Would you like to know all my work experience or just my summer jobs? (B14)

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
36	To ask others to be more specific about the ideas that they have expressed.		2	A, B, C	"I don't understand. What do you mean I have to sign up?" (B10) Why do you disagree? I thought you were coming to visit the movie theatres! (C10)

PRODUCTION

OPERATION: Asserting.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
37	To express an opinion or to advance hypotheses about a given subject or text.		2	B, C	I saw that movie too. I thought it was pretty good. (C7) "I guess it's going to be about famous places in the States." (C12)
38	To formulate the main idea of a message transmitted by another person.		2	B, C	This article is about the strike we had last summer. (C14) "Well, she was telling us how to build a storage rack for records." (C9)
39	To describe the physical characteristics of people, animals, objects and places.		1	A, B, C	Place the batter in a large, greased pan. (A10) "Bring me that small brown bag; the one with the side pockets." (B10)
40	To formulate their own arguments about a given subject.		3	B, C	You shouldn't take Holiday Drive; it has too many stoplights. It's faster to take Dorchester, than Campley. Those have only one or two stops and it's all straight. (B11) "No way! Costume parties are for kids. Our party should be more... you know... serious." (C12)

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
41	To express a personal message, using information transmitted by several people on the same subject.	To express a personal message, using information transmitted by several people on the same subject.	2	C	"I've read everything there is about Kevin Kostner, so I can tell you, he's really a very nice guy. . ." (C9)
42		To report facts or describe events.	2	C	"O.K. I listened to all those sportscasts too, but I still don't think that the Islanders can take the Stanley Cup. . ." (C12) I had a great summer. I went to the cottage in July. I swam every day, learned to sail and hang-glide. I also made some new friends who lived in the house next to ours. (C10) "It happened so fast! The kids were talking outside Joe's Snack Bar. Margaret went to get a drink and Jimmy went too. We waited and waited for them. Suddenly this man ran out with Jimmy and Margaret behind him yelling 'Thief! Thief!' Boy, were we scared!" (C9)
43	To tell a true or fictitious story.		3	C	"When I was ten, I got lost in the woods for four days. I had to. . ." (C6) So the boy learned karate from the old man. One day there was a contest; the boy decided to enter. He. . . (C19)

PRODUCTION

OPERATION: Discussing.

INTERMEDIATE OBJECTIVES			Level of Difficulty	Types of Texts	SAMPLE TEXTS
No.	ORAL	WRITTEN			
44	To discuss the similarities and differences between their own hypotheses and those of others.		3	C	"I think it was Mr. Martin who took the jewels." "I don't. He was in the States then. It was Miss Green." "No, it was Martin. He needed money. . ." (C7)
45	To discuss the similarities and differences between the hypotheses advanced and the facts, events and ideas expressed in a given text.		3	C	"It must go into this slot here on the side." "No, I think it goes under the ON switch." "Wait, I just asked Miss Brooks and it goes right over here." (C2)
46	To discuss certain opinions or ideas expressed by another person.		3	C	"The only one who could have done it is Peter!" "Let's check. Yeah, that's right, it says Peter was the thief! We got it!" (C16) "I love that ad!" "Are you kidding? It makes all teenagers look like junk food freaks!" (C12) "I liked that story." "Why? It was one bad joke after another." (C7)

3.5 Integration of Objectives

The objectives should not be considered isolated entities to be mastered separately within a given grade or cycle. On the contrary, they are part of a cohesive learning system whose goal is to help the students to better understand and produce written and oral messages. Thus there is no chronology involved and they should not be approached in a linear fashion. Instead, activities that are likely to combine a number of objectives by integrating them into a learning situation should be developed.

It has been noted previously that the operations are closely linked to one another in both comprehension and production. Thus, the purpose of inferring usually goes beyond finding the meaning of one word. Rather, the meaning of that one word may be pivotal to finding global information. Similarly, in production, restating is rarely an end in itself; it usually leads to asserting or discussing. It follows that if several operations are integrated in this way, the intermediate objectives for each operation will necessarily be integrated as well.

Moreover, comprehension objectives and the oral and written production objectives cannot be compartmentalized. Production involves an exchange that implies a certain degree of comprehension which, in real-life situations, can remain undisclosed. An individual can understand a news report without ever having to discuss it with anyone else. However, in the classroom, comprehension must be taken a step further. Students must be placed in situations that help them demonstrate their comprehension and that give rise to the production of messages, because both of these activities are being learned.

Finally, it is important that this coherent combination of operations and intermediate objectives in oral and written comprehension and production be linked to a terminal objective, i.e. the basic reason for reading, listening, speaking or writing. Thus, for example, the task of identifying the supporting ideas of a text (intermediate objective), is to find continuous information (operation) in order to solve a problem (terminal objective in comprehension) and to inform others about the problem (terminal objective in production).

**4. DISTRIBUTION
OF THE
LEARNING
CONTENT AMONG
SECONDARY
III, IV AND V**

4.1 Principle of Distribution

Neither the terminal nor the intermediate objectives are classified by grade. In fact, because a communicative approach is being advocated, and the students have reached an advanced stage in their second-language learning, all the objectives should be dealt with in each of Secondary III, IV and V, but with different requirements for each grade.

Another principle of distribution is based on the premise that the level of difficulty of any terminal objective in the program may vary according to certain **criteria**. These criteria and their descriptions have deliberately been kept to a minimum in order to make it possible to readily understand and apply the system of distribution. The selected criteria are as follows:

Comprehension

- the topic of the text being listened to or read
- the linguistic or other characteristics of the text
- the task to be performed by the students

Production

- the topic of the text to be produced
- the performance expected of the students
- the task to be performed by the students

4.2 Principle of Permutation

Imagine, for example, that a lecture on nuclear physics is being given. Few people are familiar with this **topic**; for most common mortals, it is an extremely difficult one. In order to render it more accessible, the **characteristics of the text** must be simplified. For instance, the lecturer should use popular and non-technical language and illustrations or slides to complement the presentation. Then, the uninitiated may be expected to perform a simple **task**; following the lecture, they should not be asked to present a personal report on the topic, but rather to have retained the overall message conveyed by the lecturer. However, if the same topic were presented to specialists such as nuclear physicists, a text with much more complex characteristics and technical vocabulary could be used, and the specialists could be asked to perform much more difficult tasks.

Thus, for a given objective, the teacher or writer of instructional material may vary the level of difficulty of each criterion, that is, choose a more or less difficult topic, a more or less difficult text, and a more or less difficult task to be performed, depending on the

grade and the time of year. This variation in the level of difficulty of each criterion constitutes the principle of permutation.

Four levels of difficulty have been established arbitrarily for each criterion, the easiest being level 1 and the most difficult, level 4, except for the task, which is traditionally divided into three levels.

The following tables illustrate the above-mentioned principles:

COMPREHENSION

		LEVEL OF DIFFICULTY			
		1	2	3	4
C R I T E R I A	Topic				
	Characteristics of Texts				
	Task				

PRODUCTION

		LEVEL OF DIFFICULTY			
		1	2	3	4
C R I T E R I A	Topic				
	Students' Performance				
	Task				

Points of reference will be presented to help program users better measure the various levels of difficulty of each criterion.

4.3 Level of Difficulty of the Criteria

This section provides descriptions of the aspects that a criterion must have in order to qualify as the easiest (Level of Difficulty 1). This is by no means an exhaustive list; it is merely intended as a guide for program users.

As stated before, the criteria in comprehension are the topic, the characteristics of the text and the task. In production, the criteria are the topic, the students' performance and the task.

4.3.1 Topic

In comprehension, the topic is what the text is about, and in production, what the students are talking about. The following elements characterize topics in Level of Difficulty 1:

- a) **Familiar:** a topic that relates to the students' own personal experience--something the students know, practise or use now or have known, practised or used in the past, for one of the following reasons:
 - The topic is part of the students' daily lives at home, at school or socially.
 - The topic is taken from courses other than English as a second language, such as geography, history or science.
 - The topic has already been touched upon in the English as a second language class, through activities, texts, discussions, and so on.
- b) **Concrete:** a topic that has one or more of the following characteristics:
 - It is palpable, or can be spontaneously visualized with or without an external stimulus. Such topics would include *rock star* and *Disneyworld*.
 - It elicits a response that is more sensual than intellectual. For example, topics appealing to the sense of hearing, such as motorcycles; to the sense of smell, such as flowers; to the sense of touch, such as animals; to the sense of sight, such as movies; to the sense of taste, such as food. These topics are more concrete than those relating to concepts such as love, freedom, charity or boredom.
 - It deals more particularly with facts or events than with ideas or feelings. For example, the latest local hockey game is more concrete than the concept of violence in sports.

- c) **Pragmatic:** a topic that, although not particularly familiar to the students because it is not part of their past experience, will be helpful in accomplishing a task or goal now or in the near future. For example, discussing career choices can be a pragmatic topic for the students.

4.3.2 Characteristics of Texts

This criterion refers to the texts that the students are reading or listening to in comprehension, or that they are talking about in production.

The elements of this criterion refer mainly to the linguistic characteristics that qualify a text being read or listened to as Level of Difficulty 1. These linguistic characteristics are:

- a) **Limited Length of Text:** The length of the text is directly related to the density of information conveyed. Thus, Level of Difficulty 1 oral texts should not exceed 100 words and written texts should not exceed 200 words.
- b) **Simple Vocabulary:** The following words are considered elements of a simple vocabulary:
- frequently used words, that is, words to which the students have been exposed on several occasions during their second-language studies
 - words that are similar in English and French, such as *cigarette*, *table*, *garage* and *patience*
 - non-technical words or words that do not belong to a specialized field
 - words used less frequently but which are easily explained in the immediate context through synonyms, antonyms, examples, or explanations (*that is, such as, in other words*).
- c) **Outside Assistance:** This element may contribute greatly toward the students' comprehension of a text. It is not necessarily linguistic in nature. One or more of the following may be considered:

In Oral Comprehension

- reading a text at a slower pace
- adding pauses to those that would normally be used
- repeating the text one or more times
- seeing the person who is reading the text
- using visual aids, such as illustrations, diagrams, maps, slides, films and videos

- using sound effects
- other

In Written Comprehension

- using titles or subtitles
- using visual aids
- composition of the text: pitch, highlighted or underlined words or phrases
- using a dictionary
- using a glossary
- other

d) **Limited Length of Sentences:** The longer the sentence, the greater the effort involved in retaining information and relating it to what precedes or follows. The rule of thumb is that the majority of sentences in a Level-1 text should not exceed 15 words.

e) **Limited Embedding:** Embedding is when a group of words in a sentence separates two words that would otherwise be directly related. For example: *Mr. Johnson, **who was detained as the main suspect in the Carpenter affair**, has been released.* The eleven highlighted words in the sentence constitute embedding. Embedding is a form of digression and may overload the students' short-term memory, making it more difficult for them to understand.

For the Level of Difficulty 1, embedding should be kept to a minimum and should not exceed five words in oral comprehension, or 10 words in written comprehension.

f) **Redundancy of Information or Ideas:** Redundancy is the reoccurrence of information or ideas already given in the same text in another form. Being a form of repetition, redundancy facilitates the comprehension of a text. It should occur in Level-1 texts in one of the following forms: paraphrase, example, explanation or summary. Redundancy is often accompanied by phrases such as *as already mentioned, remember that, in other words or to summarize.*

4.3.3 Students' Performance

N.B.: This criterion applies to production only.

The elements of this criterion specify the expected performance of students at Level of Difficulty 1 in oral and written production. It is important to note that, even at Level of Difficulty 4, students cannot be expected to convey their messages without errors in form,

pronunciation or spelling. This does not imply, however, that the teacher should neglect all aspects of grammar.

The following elements refer to the performance expected of students at Level of Difficulty 1:

- a) **Need for Outside Assistance:** The students are unable to convey their messages on their own and need outside assistance such as that provided by the person with whom they are speaking (e.g. their teacher), their notes, the text in front of them, a dictionary, or their native language.
- b) **Limited Linguistic Autonomy:** The students reproduce the concepts of the original text without introducing any linguistic elements of their own.
- c) **Limited Spontaneity:** The students either do not show any initiative in conversation, hesitate while speaking, or take a long time to produce.
- d) **Limited Development of Text:** The students can produce only a few sentences, clauses or phrases without really being able to develop their idea or topic.
- e) **Logical Sequence of Limited Text:** The sequence of the text presented by the students is difficult to follow, either because connecting words are rare or absent, the ideas expressed are unclear, or the communicative intention is not obvious.

4.3.4 Task

The task is a means of performing an operation in order to attain a terminal objective. Tasks, which are indistinguishable from intermediate objectives, have been divided empirically into three levels of difficulty. The following tables refer to the intermediate objectives in comprehension and production by number (see Section 3.3.2 and Appendix 3).

Before studying the tables, however, it is essential to note that Levels of Difficulty 2, 3 and 4 for the topic, characteristics of texts and students' performance are defined by the absence of a certain number of elements described for Level 1. The tasks always refer to the intermediate objectives and are divided into only three levels of difficulty. The following tables summarize the descriptions of the levels of difficulty of each criterion.

TABLE OF LEVELS OF DIFFICULTY OF THE CRITERIA

COMPREHENSION

Level of Difficulty				
	1	2	3	4
Topic	Familiar Concrete Pragmatic	Two Level-1 elements	One Level-1 element	No restrictions
Characteristics of Texts C R I T E R I A	Limited length of text Simple vocabulary Outside assistance Limited length of sentences Limited embedding Redundancy of information or ideas	Four Level-1 elements	Two Level-1 elements	No restrictions
Task	Intermediate Objectives 1, 3, 4, 7, 11, 19, 21	Intermediate Objectives 2, 5, 6, 8, 9, 12, 13, 15, 17, 22	Intermediate Objectives 10, 14, 16, 18, 20, 23	

TABLE OF LEVELS OF DIFFICULTY OF THE CRITERIA

PRODUCTION

Level of Difficulty				
	1	2	3	4
Topic	(see characteristics in COMPREHENSION) ¹			
Students' Performance C R I T E R I A	Need for outside assistance Limited linguistic autonomy Limited spontaneity Limited development of text Logical sequence of limited text	Three Level-1 elements	Two Level-1 elements	No outside assistance Linguistic autonomy Spontaneity Development of text Logical sequence
Task	Intermediate Objectives 27, 31, 33, 35, 39	Intermediate Objectives 25, 28, 29, 32, 34, 36, 37, 38, 41, 42	Intermediate Objectives 24, 26, 30, 40, 43, 44, 45, 46	

¹If the objective deals with an oral or written document, the characteristics of the text should be considered. If no text is involved, then the topic should be taken into consideration.

Now that the various levels of difficulty have been described, the next step is to determine which one should be the focus for each grade of the second cycle of secondary school.

4.4 Rating

A rating is the sum of the levels of difficulty for all the criteria. The lowest level of difficulty would have a rating of 3, while the highest level would have a rating of 11, as the following table indicates.

	Topic	Characteristics of Texts (Comprehen- sion) or Students' Performance (Production)	Task	Rating
Lowest Level of Difficulty	1	1	1	3
Highest Level of Difficulty	4	4	3	11

However, it is not just a matter of assigning a rating of 3 to Secondary III and 11 to Secondary V. In fact, this would only create too great a gap out of keeping with reality. Therefore, a difficulty rating has been established empirically for each grade. This rating is a point of reference for teachers, writers of instructional material and evaluators, and may be adjusted according to each situation or further research. Obviously, depending on the stage classes have reached at a given time during the year, this rating may be lower or, in the case of enrichment, higher. It will nonetheless constitute the standard for evaluation at the end of a grade.

The difficulty ratings have been established as follows: 5 for Secondary III, 7 for Secondary IV and 9 for Secondary V, with the understanding that all the intermediate objectives will be dealt with in each of these grades.

The tables on the following pages show several ways in which the difficulty rating may be calculated for each grade:

Secondary III				
	Topic	Characteristics of Texts (Comprehension) or Students' Performance (Production)	Task	Rating
Level of Difficulty	1	1	3	5
	3	1	1	5
	1	2	2	5
	2	1	2	5
	1	3	1	5
	Etc.			

Secondary IV				
	Topic	Characteristics of Texts (Comprehension) or Students' Performance (Production)	Task	Rating
Level of Difficulty	3	3	1	7
	2	2	3	7
	1	4	2	7
	1	3	3	7
	3	1	3	7
	Etc.			

Secondary V				
	Topic	Characteristics of Texts (Comprehension) or Students' Performance (Production)	Task	Rating
Level of Difficulty	3	3	3	9
	4	4	1	9
	3	4	2	9
	2	4	3	9
	4	2	3	9
	Etc.			

Although the rating established for Secondary III (5) precludes the use, at the end of the year, of Level-4 topics, characteristics of texts and students' performance, such enrichment is still possible with certain groups.

All levels of difficulty for each criterion can be covered in Secondary IV. Thus topics, characteristics of texts and students' performance may be from Level of Difficulty of 1, 2, 3 or 4.

The rating established for Secondary V (9) precludes the use, at the end of the year, of Level-1 topics, characteristics of texts, and students' performance. However, they may be dealt with earlier in the school year.

4.5 Weighting of the Intermediate Objectives

As explained earlier, all the intermediate objectives should be covered in each grade. Each objective constitutes a task to be performed by the students in comprehension and production. The intermediate objectives have been empirically divided into three levels of difficulty, from the easiest, Level 1, to the most difficult, Level 3.

However, not all the objectives deserve the same attention in every grade. It would be reasonable to devote more time to Level-1 or Level-2 objectives than to Level-3 objectives in Secondary III. On the other hand, in Secondary V, more time should be devoted to Level-2 and Level-3 objectives than to Level-1 objectives. The percentage of time allotted may be adjusted according to experience or further research.

Teachers, writers of instructional material and evaluators should consider the tables below as guides for the amount of time to be devoted to Level-1, Level-2 and Level-3 intermediate objectives, depending on the grade being taught.

Secondary III		
INTERMEDIATE OBJECTIVES (or Tasks)		
Level of Difficulty 1	Level of Difficulty 2	Level of Difficulty 3
30%	60%	10%

Secondary IV		
INTERMEDIATE OBJECTIVES (or Tasks)		
Level of Difficulty 1	Level of Difficulty 2	Level of Difficulty 3
20%	60%	20%

Secondary V		
INTERMEDIATE OBJECTIVES (or Tasks)		
Level of Difficulty 1	Level of Difficulty 2	Level of Difficulty 3
10%	60%	30%

According to these tables, the time devoted to Level-2 objectives (average difficulty) is the same for each grade, but the time devoted to Level-1 objectives (easy) decreases, while the time devoted to Level-3 objectives (difficult) increases progressively from Secondary III to Secondary V.

4.6 Enrichment

This program has been developed for all students in the second cycle of secondary school. The objectives it contains should be attained according to the distribution among Secondary III, IV and V, that is, respecting the difficulty rating determined for each grade. As stated earlier, a rating of 5 has been established for Secondary III, 7 for Secondary IV, and 9 for Secondary V, taking into account the level of difficulty of the topic, the characteristics of the text (comprehension) or the students' performance (production), and the task. The weighting of the intermediate objectives for each grade must also be respected.

However, considering the significant regional disparities confirmed by the needs analysis, it would be preferable to enrich the program as necessary. In order to do this, the level of difficulty assigned to each grade will need to be increased. Thus, for example, in order to respect the rating 5 for Secondary III, a Level-3 task (the most difficult), should be accompanied by a Level-1 topic and characteristics of text. Enrichment for this grade would involve a Level-2, 3 or 4 topic or Level-2, 3 or 4 characteristics of text, to attain a rating of 6 or more.

Enrichment will therefore consist mainly of one of the following options:

- choosing topics with a higher level of difficulty
- choosing texts whose characteristics are more complex, mainly at the linguistic level
- demanding a higher level of student performance in production

With regard to the tasks (i.e. intermediate objectives), more time could be spent on objectives with a higher level of difficulty. Thus, while the program indicates that in Secondary III, 10% of total classroom time should be devoted to Level-3 objectives, the percentage could be increased to 20%.

Whatever form of enrichment is selected, the orientations of the program must be borne in mind at all times: the development of communication and the reception and transmission of messages in a realistic language. Enrichment should not involve, for example, the literary analysis of a text. Enrichment must always correspond to the real needs of the target population.

5. IMPLEMENTATION OF THE PROGRAM

5.1 Roles of Educators

Several people—administrators, other professionals, and teachers—are involved in setting up and implementing a program.

5.1.1 Administrators and Other Professionals

Directors of instructional services, educational consultants, principals and vice-principals all have specific roles to play in making the teacher's job easier and in ensuring the success of the program. Each person should act as a facilitator both in setting up the program and providing the teacher with the necessary support; which implies understanding the aims and objectives of the program and being familiar with its learning content. Each person should demonstrate a positive as well as critical attitude by actively promoting the communicative aspect of the program.

5.1.2 Teachers

For the program to succeed, teachers are called upon to play an important role. Teachers of English as a second language, like all teachers, should help students to develop and maintain a positive attitude toward their learning experience. By encouraging students to take risks and not to be afraid of making mistakes, teachers can help to increase students' confidence in their skills for conveying and receiving oral and written messages successfully.

Since the students are at an advanced stage of their learning, it is important to make use of their past experience in order to allow them to explore their full potential and to help them become autonomous learners. They should be able to master the form in which they convey their messages and not constantly make the same mistakes at the cost of clarity.

In an effort to sustain students' motivation, this program places considerable importance on the students' interests. Since these interests change, only the teachers are in a position to know how to attract and hold the attention of their students. The learning situations set up and the instructional material used must take this situation into account.

It goes without saying that the teachers themselves should have excellent knowledge of the language they are teaching and be trained in second-language teaching.

5.2 Curriculum Guide

A curriculum guide (16-3252-01A) has been designed to accompany the program. Its purpose is to facilitate teachers' understanding of the program and of how it is to be implemented in the classroom.

The guide suggests a variety of teaching methods and techniques that are appropriate to the implementation of the program, aimed at enabling teachers to better integrate the

objectives. It also offers suggestions about the use of authentic material and the incorporating of such material into a learning situation that respects the instructional approach described in the program.

5.3 Evaluation of Learning

Evaluation is an integral part of the learning process. Since evaluation is intended to reflect the teaching process taking place in the classroom, it must follow the same guiding principles as those specified in the program. Among other goals, evaluation should:

- place more emphasis on comprehension than on production (55% to 60% of the allotted time)
- place more emphasis on written texts than on oral texts (55% to 60% of the allotted time)

The ministère de l'Éducation has produced a classroom evaluation guide that provides suggestions concerning strategies and techniques that may be applied in the classroom, or that may serve as references for developing new evaluation situations.

The Ministère also prepares certification examinations that are directly related to the goals, objectives and orientations of the English as a Second Language programs for secondary school. Information concerning these examinations can be found in the *Bulletin d'information des examens d'anglais, langue seconde*. These examinations are prepared according to definitions of the domain developed by the ministère de l'Éducation. The definitions of the domain are intended as support material for those preparing the examinations, and they are available in the various evaluation departments.

5.4 Instructional Material

This program specifies the goals, objectives and orientations for the teaching of English as a second language in the second cycle of secondary school. These principles are applied in the classroom through activities and learning situations. Learning situations are composed of activities that follow the process specified in the orientations of the program in order to enable students to attain all the compulsory objectives, and are developed in what has been termed basic instructional material. Basic material usually includes a teacher's manual, a textbook for the students and classroom material such as posters, transparencies, cassettes and flash cards. Complementary material also exists. However, this is optional and only touches upon some elements of the program, while still respecting the basic orientations.

To ensure that the basic teaching material conforms to the English as a Second Language program, the ministère de l'Éducation has produced a document that includes specifications and a checklist. For writers of instructional material, the document specifies the requirements for approval by the Ministère. For the Ministère's evaluators, it suggests ways of verifying whether or not the requirements have been met.

The material should reflect the dynamics of the program, stress the meaning of the message to be transmitted without neglecting the students' linguistic creativity, and take into account their ability to increasingly control language forms in context as they progress.

Moreover, the material should suggest a variety of activities that reflect realistic communication, and take into account the compulsory aspects described in the program.

5.5 Authentic Material

The term *authentic material* is used to describe any oral or written document that was not originally intended for use in a classroom or for second-language study. Examples include magazines, newspapers, comic books, advertising brochures, instructions, poetry, songs, advertisements, interviews and radio programs. *Authentic* does not necessarily mean *natural* or *spontaneous*. Most written texts, including newspaper articles, advertisements, and letters, and even several types of oral texts, such as interviews, are painstakingly prepared, but are nonetheless authentic.

Sometimes authentic documents are difficult to obtain or to use because of copyright laws or bad technical quality, for example. The documents should then be modified to make them available for use. What matters is that the documents modified in this way preserve the principal characteristics of their authenticity, including realistic language, taking into account the basic distinction between written and spoken language. The documents will then be considered credible.

In order for language to reflect sociocultural behaviour and to express what happens in real life, authentic material should be used as much as possible to stimulate the students' interest. By referring to such materials they are more likely to feel that learning a language is related to everyday life and that it is not a purely academic exercise. Working with authentic material also exposes students to a certain number of sociolinguistic variations rather than presenting them with a single model. It would also be interesting to ask the students to bring in documents or objects that they own or that are a part of their lives, so that these materials can be used in the classroom to involve the students more and to encourage them to communicate.

However, the use of authentic documents does not necessarily mean that the process will automatically become communicative. In fact, even with authentic material it is possible to carry out activities based on mechanical or artificial exercises taken out of context. What makes the approach a communicative one is the way in which the related texts and activities are dealt with.

5.6 The Learning Situation

A learning situation is made up of various oral and written texts and activities, organized to form a coherent unit. For example, a learning situation could revolve around the theme *Preparing a Party*. Group discussion of the music needed for the party constitutes an oral

production activity. Reading menus in order to choose the foods for the party constitutes a written comprehension activity.

The activities should be grouped around one unifying element, whether it be a theme, situation, type of text or terminal objective, in order to give the students a focus. To a certain extent, the learning situation constitutes a script that ensures a sense of continuity and progression by providing the students with a starting point and a destination in order to sustain their motivation. Each activity should lead smoothly to the next in order to form an integrated whole.

By presenting a wide range of activities, the learning situations enable teachers and students to integrate the intermediate objectives, operations and skills in oral and written comprehension and production in order to attain one or more terminal objectives. Learning situations should also include evaluation activities. In general, learning situations should:

- encourage students to attain one or more terminal objectives
- enable students to integrate their oral and written comprehension and production skills
- integrate several intermediate objectives and operations
- present the students with motivating subjects and activities
- present diverse, but closely related activities that are supported by authentic or credible documents
- develop a short scenario which includes a starting point or stimulus and a conclusion
- allow for the students' personal experience
- provide students and teachers with precise instructions
- be easily implemented in the classroom
- encourage different kinds of classroom organization: groups, sub-groups, individuals

5.7 Compulsory Aspects of the Program

A program is not merely a list of objectives; it is intended as a fundamental entity in the overall teaching/learning process. The English as a Second Language program for the second cycle of secondary school was not developed by chance, nor was it based on the whims of the writers; on the contrary, the program is based on the latest data in applied linguistics and research concerning first-language and second-language acquisition and the relationship between the two. The program, along with the guiding principles and the educational implications stated earlier, reflects the ministère de l'Éducation's position on the teaching of English as a second language in the second cycle of secondary school. Educational institutions must respect this position.

The following is a list of the program's compulsory aspects. Second-language teaching should:

- respect the terminal and intermediate objectives of the program as well as their related operations (Chapter 3)
- take into account the communicative approach described in the program (Chapter 2)
- take into account the distribution of the learning content among Secondary III, IV and V (Chapter 4)

In order to reflect the dynamics of the program at the classroom level, it is essential:

- to take into account the learning process (Section 2.2)
- to place more emphasis on written texts than on oral texts, and more emphasis on comprehension than on production
- to use methods that allow for the integration of objectives
- to present diverse activities that can be organized in different ways, while still readily integrated into learning situations
- to use language appropriate to the North American context
- to present, in a variety of situations, contexts that take into account the parameters of communication--the number of participants, their age and status, the setting of the action--in a variety of ways
- to take advantage of authentic material
- to take into account the interests and needs of the target population

CONCLUSION

CONCLUSION

The present document is the last in a series of three publications designed for a communicative approach to teaching in the elementary and secondary schools of Québec. While these programs were being developed, the theoretical framework for second-language teaching and Québec's social and educational context continued to evolve. Each program therefore reflects the situation that existed at the time it was being written. However, with the implementation and application of each new program, relevant information for use in the next program that will be written is gathered. Thus, as a result of experience, some elements that were only implicit in one program become explicit in the next.

The principles and content of a program represent only a one-dimensional aspect. With daily application, this aspect will evolve and become multi-dimensional in the hands of the users. The impact of the English as a Second Language programs can be ascertained only through their application in the classroom. These three documents are essential, but are not sufficient to transform the students' learning into a rich and beneficial communicative experience. Only the teacher has the power to infuse the programs with life and energy, to make them work by allowing them to continue to evolve, even though they are fixed in time.

APPENDICES

APPENDIX 1: SUMMARY OF THE CONTENT OF THE ENGLISH AS A SECOND LANGUAGE PROGRAM FOR THE FIRST CYCLE OF SECONDARY SCHOOL

COMPREHENSION	PRODUCTION
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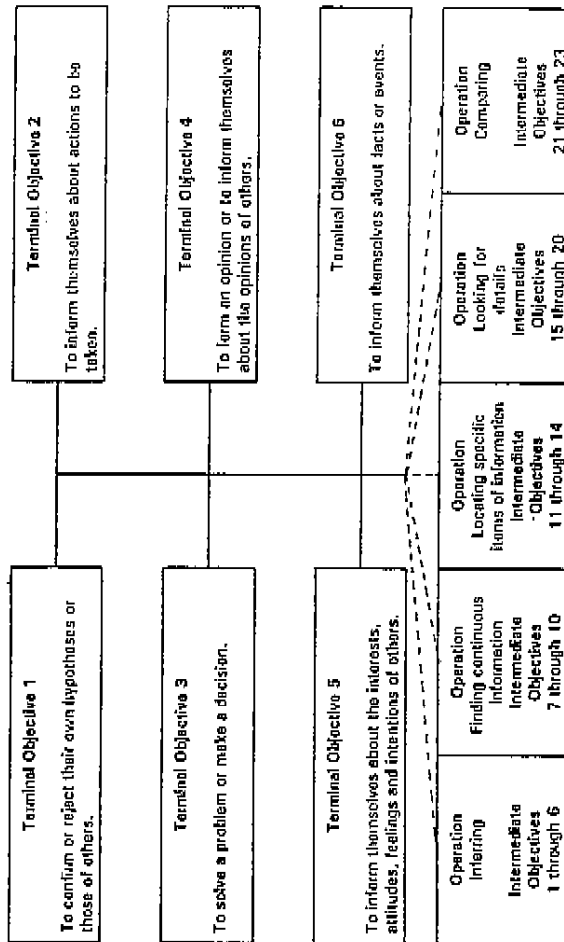
WRITTEN COMPREHENSION OBJECTIVES 1, 2, 3, 4					WRITTEN PRODUCTION OBJECTIVES 9, 10, 11	
1. TO FIND OUT	2. TO FIND OUT	3. TO FIND OUT	4. TO BE ENTERTAINED / TO FIND OUT	9. TO FIND OUT OR TO INFORM	10. TO GET SOMEONE TO DO SOMETHING	11. TO EXPRESS INTERESTS ATTITUDES FEELINGS
FACTS	WHAT TO DO	INTERESTS ATTITUDES FEELINGS	MAIN IDEA HIGHLIGHTS	FACTS		
1.1 Weather reports 1.2 Sportscasts 1.3 Biographical sketches 1.4 News items 1.5 Travel documentaries	2.1 Instructions 2.2 Requests 2.3 Notices 2.4 Public transportation announcements 2.5 For sale ads 2.6 Advertisements about activities	3.1 Biographical sketches	4.1 Stories	9.1 Personal information sheets 9.2 Postcards 9.3 Notes 9.4 Letters	10.1 Invitations 10.2 Order forms 10.3 Mail orders 10.4 Inquiries	11.1 Postcards 11.2 Greeting cards 11.3 Thank you notes 11.4 Letters

WRITTEN COMPREHENSION OBJECTIVES 5, 6, 7, 8					ORAL PRODUCTION OBJECTIVES 12, 13, 14	
5. TO FIND OUT	6. TO FIND OUT	7. TO FIND OUT	8. TO BE ENTERTAINED / TO FIND OUT	12. TO EXCHANGE INFORMATION	13. TO DO OR TO GET SOMEONE ELSE TO DO SOMETHING	14. TO DISCUSS INTERESTS ATTITUDES FEELINGS
FACTS	WHAT TO DO	INTERESTS ATTITUDES FEELINGS	MAIN IDEA HIGHLIGHTS			
5.1 Menus 5.2 Schedules 5.3 Catalogues 5.4 Letters of reply 5.5 Biographical sketches 5.6 Synopses of films or TV programs 5.7 Newspaper or magazine articles	6.1 Instructions 6.2 Notices 6.3 For sale or swap ads 6.4 Advertisements about activities 6.5 Lost and found ads 6.6 Job offers 6.7 Travel brochures	7.1 Greeting cards 7.2 Letters 7.3 Biographical sketches	8.1 Stories	12.1 Conversations about a person 12.2 Conversations about an activity that has taken place 12.3 Conversations about an object 12.4 Conversations about a place	13.1 Conversations about reaching a destination 13.2 Conversations about doing an activity 13.3 Conversations about obtaining something 13.4 Conversations about contacting someone	14.1 Conversations about interests 14.2 Conversations about attitudes 14.3 Conversations about feelings

APPENDIX 2: SUMMARY OF THE TERMINAL OBJECTIVES OF THE ENGLISH AS A SECOND LANGUAGE PROGRAM FOR THE SECOND CYCLE OF SECONDARY SCHOOL

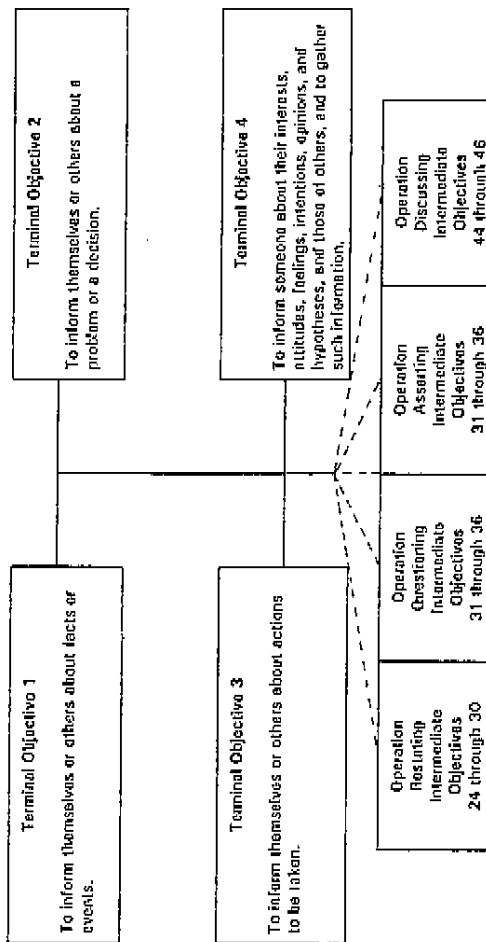
COMPREHENSION

By the end of the second cycle of secondary school, students will be able to understand oral and written messages, in order:



PRODUCTION

By the end of the second cycle of secondary school, students will be able to express themselves orally and in writing in order:



APPENDIX 3: TABLE OF THE LEVELS OF DIFFICULTY OF THE INTERMEDIATE OBJECTIVES

COMPREHENSION

INTERMEDIATE OBJECTIVES	LEVEL OF DIFFICULTY		
	1	2	3
A. Inferring the meaning of linguistic or conceptual elements			
1. To identify in a text words or groups of words that are related in meaning.	✓		
2. To associate ideas among different words or groups of words used by a writer or a speaker.		✓	
3. To extrapolate information from the title, table of contents, preface, back cover, illustrations, index, synopsis, sound effects, sound track, etc.	✓		
4. To extrapolate information from given words or sentences.	✓		
5. To extrapolate information from the beginning of a text.		✓	
6. To extrapolate information from an extract of a text.		✓	
B. Finding continuous information			
7. To identify the key words in a passage or a text.	✓		
8. To identify the key sentences in a passage or a text.		✓	
9. To identify the main idea of a passage or a text.		✓	
10. To identify the supporting ideas of a passage or a text.			✓
C. Locating specific items of information			
11. To identify a discrete item of information.	✓		
12. To identify several discrete items of information.		✓	

INTERMEDIATE OBJECTIVES	LEVEL OF DIFFICULTY		
	1	2	3
13. To identify a continuous item of information.		✓	
14. To identify several continuous items of information.			✓
D. Looking for details			
15. To distinguish between arguments for and arguments against used by a writer or a speaker.		✓	
16. To distinguish between facts and opinions expressed by a writer or a speaker.			✓
17. To distinguish between general and specific statements made by a writer or a speaker.		✓	
18. To identify non-objective statements or prejudices expressed by a writer or a speaker.			✓
19. To retrace the chronological sequence of facts or events reported by a writer or a speaker.	✓		
20. To identify any incoherence, lack of continuity or lack of logical links in a passage or a text.			✓
E. Comparing information in several texts on the same subject			
21. To identify similar information reported in different texts on the same subject.	✓		
22. To identify different, complementary or contradictory information reported in different texts on the same subject.		✓	
23. To identify the similarities and the differences between the opinions, arguments and prejudices expressed in several texts on the same subject.			✓

PRODUCTION

INTERMEDIATE OBJECTIVES		LEVEL OF DIFFICULTY		
		1	2	3
A. Restating				
24. To reformulate arguments for or against used by another person.				✓
25. To reformulate facts or events related by another person.			✓	
26. To reformulate opinions, ideas, non-objective statements or prejudices expressed by another person.				✓
27. To reconstruct the chronological sequence of facts or events related by another person.	✓			
28. To relate similar or different information expressed by several people on the same subject.			✓	
29. To summarize the essential information transmitted by another person.			✓	
30. To summarize the essential information transmitted by several people on the same subject.				✓
B. Questioning				
31. To ask a question about one or more discrete items of information.	✓			
32. To ask a question about one or more continuous items of information.			✓	
33. To answer one or more questions about one or more discrete items of information.	✓			
34. To answer one or more questions about one or more continuous items of information.			✓	
35. To ask others to clarify their questions.	✓			
36. To ask others to be more specific about the ideas that they have expressed.			✓	

INTERMEDIATE OBJECTIVES	LEVEL OF DIFFICULTY		
	1	2	3
C. Asserting			
37. To express an opinion or to advance hypotheses about a given subject or text.		✓	
38. To formulate the main idea of a message transmitted by another person.		✓	
39. To describe the physical characteristics of people, animals, objects and places.	✓		
40. To formulate their own arguments about a given subject.			✓
41. To express a personal message, using information transmitted by several people on the same subject.		✓	
42. To report facts or describe events.		✓	
43. To tell a true or fictitious story.			✓
D. Discussing			
44. To discuss the similarities and differences between their own hypotheses and those of others.			✓
45. To discuss the similarities and differences between the hypotheses advanced and the facts, events and ideas expressed in a given text.			✓
46. To discuss certain opinions or ideas expressed by another person.			✓

APPENDIX 4: TYPES OF TEXTS

This appendix is intended for informational purposes only. The types of texts are classified in three categories: A, B and C (A being the easiest and C the most difficult) according to the following criteria:

- predictability of linguistic forms
- length of text
- use of more or less limited vocabulary

A text may move to a different category depending upon certain characteristics: linguistic characteristics, for example, may make it more complex.

An indication as to whether the texts are suitable in oral or written comprehension or production is also given.

TYPES OF TEXTS		COMPREHENSION		PRODUCTION	
		ORAL	WRITTEN	ORAL	WRITTEN
CATEGORY A					
A1	Menus		✓		
A2	Schedules		✓		✓
A3	Catalogues		✓		
A4	Notices	✓	✓	✓	✓
A5	Bills of lading		✓		
A6	Greeting cards		✓		✓
A7	Invitations	✓	✓	✓	✓
A8	Purchase orders		✓		

TYPES OF TEXTS		COMPREHENSION		PRODUCTION	
		ORAL	WRITTEN	ORAL	WRITTEN
A9	Personal information sheets or application forms*		✓		✓
A10	Recipes	✓	✓	✓	✓
A11	Weather reports	✓	✓		
CATEGORY B					
B1	Sportscasts	✓	✓		
B2	<i>For Sale</i> or <i>Swap</i> ads	✓	✓	✓	✓
B3	<i>Lost and Found</i> ads	✓	✓	✓	✓
B4	Public transportation announcements	✓	✓		
B5	Advertisements about various activities	✓	✓	✓	✓
B6	<i>Services Wanted</i> or <i>Services Offered</i> ads*	✓	✓	✓	✓
B7	<i>Help Wanted</i> or <i>Job Wanted</i> ads	✓	✓	✓	✓
B8	Instructions for use *	✓	✓	✓	✓
B9	Assembly instructions*	✓	✓	✓	✓
B10	Rules regarding school activities	✓	✓	✓	✓
B11	Rules regarding location	✓	✓	✓	✓
B12	Postcards		✓		✓
B13	Travel brochures and information		✓		
B14	Letters of request or applications *				✓
B15	Letters of reply or thank you notes		✓		✓

TYPES OF TEXTS		COMPREHENSION		PRODUCTION	
		ORAL	WRITTEN	ORAL	WRITTEN
CATEGORY C					
C1	Lyrics of songs*	✓	✓	✓	
C2	Game rules*	✓	✓	✓	
C3	Advertising brochures*		✓		
C4	Comic strips*		✓		
C5	Notes*		✓		✓
C6	Biographical notes or presentations	✓	✓	✓	✓
C7	Synopses of films, television programs, books, articles or excerpts*	✓	✓	✓	✓
C8	Record album jackets*		✓		
C9	News reports	✓	✓	✓	✓
C10	Personal letters		✓		✓
C11	Diaries*		✓		✓
C12	Commentaries	✓	✓	✓	✓
C13	General news bulletins*	✓			
C14	Newspaper or magazine articles*		✓		
C15	Excerpts of texts from other subjects		✓		
C16	Various types of stories (adventure, sport, mystery)	✓	✓	✓	
C17	Legends, fables*	✓	✓		
C18	Documentaries, short films, cartoons, television programs	✓			

TYPES OF TEXTS	COMPREHENSION		PRODUCTION	
	ORAL	WRITTEN	ORAL	WRITTEN
C19 Books, newspapers*		✓		
C20 Poetry*	✓	✓		
C21 Jokes*	✓	✓	✓	

*New in Cycle 2

APPENDIX 5: GLOSSARY

Asserting: Operation that involves providing personal information about a given topic. The information may take the form of hypotheses, opinions, ideas, arguments, facts or events.

Authentic material: Any oral or written material not originally intended for the classroom.

Behaviourist model: Theory of behaviour that establishes a direct relationship between a stimulus and the response that it generates. This model advocates acquiring a language through the development of automatic responses.

Characteristics of texts: Criteria that help to define the difficulty of a text, such as length, presence of outside assistance, or redundancy.

Comparing: Operation that involves identifying the similarities and differences in the information conveyed by several texts on the same subject.

Continuous item of information: Information relating to an open question, for example, the future, the consequences of an action, or a description.

Curriculum guide: An officially approved but optional document, whose purpose is to help teachers implement the program.

Discrete item of information: Information relating to a closed question, for example, price, weight, name, place or age.

Discussing: Operation that involves comparing information with others and accepting or rejecting it based on certain arguments. The information may take the form of hypotheses, facts, events, ideas or opinions.

Finding continuous information: Operation that involves identifying the essential information in a text without paying attention to details.

Inferring: Operation that involves deriving, by reasoning, the meaning of certain linguistic or conceptual elements based on clues in the text.

Instructional approach: Set of postulates designed to establish a coherence between teaching, the foundations of a program, and the proposed learning process.

Instructional material: Material developed especially for a learning situation. It is considered basic material if it corresponds to the compulsory objectives of a program, and complementary material if it touches upon only certain elements of a program.

Learning situation: A set of oral or written texts and activities organized in a coherent way for educational purposes.

Locating specific items of information: Operation that involves precisely identifying one or more predetermined items of information.

Looking for details: Operation that involves identifying certain aspects of a written or oral text, such as arguments, facts, opinions and prejudices.

Operation: A well-thought-out action or combination of actions that makes it possible to obtain a given result. Operations are the link between the intermediate objectives themselves and between the intermediate and the terminal objectives.

Passage: Part of a text available to students.

Performance: The action expected of students depending on the topics, texts and tasks that are given to them.

Permutation: Alteration of the level of difficulty of the topic, characteristics of the text, task and students' performance in order to attain a given level of performance with a given target population.

Program: An official, prescriptive instructional document stipulating learning content and advocating orientations for attaining the objectives.

Questioning: Operation that involves asking or answering a question.

Rating: The total, expressed in figures, of the levels of difficulty of the topic, the characteristics of the text or the students' performance, and the task. A rating has been determined for each grade in the second cycle of secondary school.

Restating: Operation that involves repeating, in one's own words, information provided by another person, without adding any personal conceptual elements.

Specific item of information: A given element, chosen in advance by the reader, listener or another person.

Task: Means of performing an operation in order to attain a terminal objective. Tasks are indistinguishable from intermediate objectives.

Text: Any oral or written document. The text can be limited, such as a weather report or menu, or much vaster, such as a story or an account.

Topic: What the text is about in comprehension and what the students are talking about in production.

Weighting: The emphasis placed on the intermediate objectives, in terms of time and according to grade.

Words related in meaning: Elements including synonyms, antonyms, definitions, appositions and others, that can be associated in terms of meaning.

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