



KINDERGARTEN TO GRADE 12
CURRICULUM FRAMEWORK FOR
EAL/LAL PROGRAMMING

Section 6

Middle and Senior Years LAL Acquisition Continuum

DRAFT

Domain 1: Foundational Linguistic Competence

Students will use English for everyday communication, personal needs, and to develop foundational academic/subject-area knowledge, skills, and attitudes.

Cluster 1.1 Foundational Linguistic Elements		
Strand	Phase 1	Phase 2
	By the end of each phase, students will	
1.1.1 Sound-symbol system	<p>Demonstrate an understanding that letters represent speech sounds; begin to demonstrate phonological awareness, including phonemic awareness, rhymes, and syllables.</p> <p>Demonstrate they know and can use, in modelled oral and written situations, basic elements of the sound-symbol system.</p> <ul style="list-style-type: none"> ■ Recognize upper and lower case letters of the Roman alphabet. ■ Write and sound out simple words and sentences encountered in their environment. 	<p>Consistently and independently use most elements of the sound-symbol system, including some blends and vowel sounds, to comprehend and generate oral and written text with some accuracy (e.g., comprehensible invented spelling).</p>
1.1.2 Lexicon	<p>Know and use an emergent repertoire of words and phrases in familiar contexts within the suggested areas of experience (see list following GLO 1.4).</p>	<p>Know and use a developing repertoire of words and phrases in familiar classroom, academic, and social contexts within the suggested areas of experience (see list following GLO 1.4).</p>
1.1.3 Grammatical features	<p>Begin to know and use essential grammatical features required for everyday communication.</p> <p>Use, with modelling and support, simple English structures in phrases or short sentences in familiar social and classroom situations; use meaningful chunks of language.</p> <p>NB: At this stage, frequent errors may impede meaning.</p>	<p>Know and use with some consistency a range of simple grammatical features required for everyday classroom and foundational academic subject-area learning.</p> <p>Experiment (with support) with a developing range of simple English structures to express their own ideas in familiar social and classroom situations, attempting to generate rules and to self-correct.</p> <p>Demonstrate some awareness of tense and of a few prepositions.</p> <p>NB: At this stage, frequent errors may impede meaning.</p>

Cluster 1.1 Foundational Linguistic Elements

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
1.1.4 Mechanical features	Recognize and use basic English mechanical features in modelled situations (e.g., copy sentence with word spacing).	Use basic English mechanical features in supported situations, and explore their use for effect (e.g., use exclamation mark to indicate strong feeling). Use basic print conventions with developing consistency (e.g., numbers, letters, capitalization, spacing, basic punctuation, abbreviations).
1.1.5 Discourse features	Recognize and use basic English discourse features in modelled oral and written text, with or without visual support, such as pictures or gestures (e.g., simple connectives such as “and” and “or”).	Recognize and use basic English discourse features in structured situations and explore their use for effect (e.g., “I think”; “First. . . then”; fill in a graphic organizer).

Literacy, Academics and Language Suggested Topics for Lexicon Development

Phase 1

Basic interpersonal communication*:

- People around me
 - greetings
 - basic personal information
 - family
- People and their physical characteristics
 - the human body
 - basic health
 - simple personal actions
 - clothing
 - colours
 - common emotions
- Activities
 - daily routines/activities
 - foods and meals
 - favourite pastimes
 - leisure
 - celebrations – personal and cultural
- Weather and seasons
 - activities for seasons
- Home
 - basic types of housing
 - rooms and furnishings
- Classroom and school
 - essential school supplies
 - simple actions/routines
 - core subjects
 - school schedules
 - building facilities
 - classroom furnishings
 - safety/health
 - assignments, assessments, report cards

- Workplace
 - occupations and professions
 - settings and duties
 - simple actions/routines
- Community
 - addresses
 - public places
 - public transportation
 - directions
 - essential shopping
 - animals and plants

Foundational academic vocabulary** related to themes and concepts from ELA, social studies, science, mathematics, the arts, physical education/health, ICT, or elective courses that the student is taking, including (among other topics):

- Numeracy
 - cardinal and ordinal numbers
 - money
 - time/calendar
 - measurement
 - shapes
 - sizes
 - basic arithmetic and symbols
- Communications technology
 - computer terms/hardware
 - web terms
- Canada and Canadian Culture
 - provinces, territories, and capital cities
 - symbols
 - Manitoba places relevant to students
 - basic landforms

** High-frequency general academic vocabulary that can be taught in a concrete, meaningful way

* Basic vocabulary related to themes and content in social studies, science, mathematics, the arts, physical education and health curricula, ICT, or elective courses student is taking

Phase 2

Basic interpersonal communication*:

Expansion of topics introduced in Stage 1, plus

- People around me
 - personality traits
 - friendships
 - relationships
- Community
 - places and transportation
 - driving/map reading
 - popular stores and restaurants
 - shopping
 - organizations and agencies
- Activities
 - sports and exercise
 - vacation and travel
 - community clubs, sports facilities, recreation programs
 - vacation and travel
- Workplace
 - applying for a job
 - workplace routines/greetings
 - workplace interactions
 - basic workplace safety and rights
 - applying for essential documents

- Classroom and school
 - assignments, assessments, reporting
 - educational requirements
 - graduation
 - educational institutions
 - participating in the school community
 - extracurricular and volunteer activities, clubs, teams, field trips, school events
- Arts and entertainment
 - music genres
 - artists
 - musical instruments
 - fashions and fads
 - performing and visual arts
 - storytelling
- Communications technology
 - media types
 - computer software
- Canada and Canadian culture

* Basic vocabulary related to themes and content in social studies, science, mathematics, the arts, physical education and health curricula, ICT, or elective courses student is taking

Cluster 1.2 Foundational Language Competence

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
1.2.1 Listening– viewing	Listen to and understand simple words, word clusters, or simple sentences, with or without visual aids such as physical movement, gestures, realia, pictures, acting out in familiar classroom routines, and social contexts.	Listen to and understand the main points of an oral presentation or interaction on a familiar topic with guidance, with or without visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations.
1.2.2 Speaking– representing	Express simple ideas using key words, short phrases, and short sentences in structured, familiar situations, with or without visual aids such as physical movement, gestures, realia, pictures, or acting out.	Express meaning spontaneously and/or with guidance, through a short oral presentation or interaction on a familiar topic and some supported unfamiliar routines and contexts in a structured situation. Produce, with guidance, a short oral presentation on a personal or familiar academic topic in a structured situation, with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations.
1.2.3 Reading– viewing	Respond to extensive modelling and guidance by beginning to recognize and gain meaning from simple words and sentences about familiar topics, supported with pictures, repetition, and patterns.	Read and gain meaning from a series of connected sentences on a familiar topic in an increasing range of text forms used in the classroom and in different subject areas, supported with visual aids and structured guidance.
1.2.4 Writing– representing	Draw on the oral repertoire and with extensive modelling and/or guidance by writing simple words and sentences on familiar topics or events, with or without using simple representations (e.g., drawings to aid communication).	Produce, spontaneously and/or with guidance, a range of simple and familiar texts on familiar topics, with or without using simple representations to aid communication.
1.2.5 Interactive– fluency	Respond appropriately to basic personal questions and engage in short classroom or social interactions, using phrases or simple sentences; indicate understanding or lack of understanding with gestures or short phrases; observe English-speaking peers.	Begin to initiate interactions and respond to questions on familiar topics; manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary; respond to English-speaking peers.

Cluster 1.3 Foundational Sociocultural/Sociolinguistic Elements

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
1.3.1 Register	Listen to and observe different levels of formality of language as used in their environment (e.g., among peers, teacher to student).	Experiment with formal and informal uses of language in familiar contexts (e.g., "buddy" vs. "friend").
1.3.2 Idiomatic expressions	Imitate age-appropriate idiomatic expressions.	Use learned idiomatic expressions in new contexts.
1.3.3 Variations in language	Experience a variety of voices (e.g., male/female).	Experience and understand a variety of accents and variations in speech.
1.3.4 Social conventions	Use basic social expressions appropriate to the classroom (e.g., "Mr. Smith, Excuse me, please.").	Recognize verbal behaviours that are considered impolite.
1.3.5 Non-verbal communication	Understand the meaning of and imitate some common non-verbal behaviours used in English culture (e.g., raise hand in class).	Recognize and begin to use appropriate and inappropriate non-verbal behaviours for frequently encountered people (e.g., interpersonal).

Cluster 1.4 Foundational Knowledge of How Discourse is Organized, Structured, and Sequenced		
Strand	Phase 1	Phase 2
	By the end of each phase, students will	
1.4.1 Cohesion coherence*	Recognize and order sequential elements of a simple familiar story, process, or series of events with visual support (e.g., place in order pictures of a simple story that is read).	Recognize the connections between several paragraphs on a single topic; with guidance, link several sentences coherently on a single topic, using link words or groups of words in simple ways (e.g., using words like first, second, and, in the morning; pronouns).
1.4.2 Text forms*	<p>With modelling, begin to organize, structure, and sequence simple texts. For example:</p> <ul style="list-style-type: none"> ■ Recognize and respond to the basic elements of books (e.g., cover, title, author, beginning, ending). ■ Recognize and respond to school notices ■ Recognize and respond to the class/school schedule ■ Recognize and respond to a simple letter or postcard ■ Recognize and respond to a simple story 	Recognize and produce a limited range of simple text forms in guided situations, such as advertisements, menus, letters, narratives, reports, stories, graphs and charts, poems, and word problems.
1.4.3 Patterns of social interaction	Respond using very simple social interaction patterns in face-to-face situations (e.g., question–answer, greeting–response, invitation–accept/decline).	Initiate interactions, and respond using simple social interaction patterns in face-to-face situations (e.g., request–acceptance/refusal; social invitations; buying a drink at the convenience store).

* High-frequency general academic vocabulary that can be taught in a concrete, meaningful way

Domain 2: Foundational Contextual Applications

Students will use English for essential everyday communication, schooling, and foundational numeracy and subject-area knowledge and skills required for their continued learning and for personal and social purposes.

Cluster 2.1 Meet personal needs and interests		
Strand	Phase 1	Phase 2
	By the end of each phase, students will	
2.1.1 Express emotions and personal perspectives	<p>a. Share ideas, thoughts, opinions, preferences.</p> <p>Express simple preferences in short one or two word statements; express a simple personal response, (e.g., respond to a song or story).</p>	Identify favourite people, places, or things; record and share preferences; express a personal response to a variety of situations.
2.1.1 Express emotions and personal perspectives	<p>b. Share emotions, feelings.</p> <p>Respond to and express basic emotions and feelings (e.g., pleasure, happiness, I am + adjective).</p>	Identify, express, and respond to a variety of emotions and feelings, such as love, sadness, surprise, fear, in familiar contexts; record and share personal experiences involving an emotion or feeling (e.g., keeping a journal).
2.1.2 Use language for imaginative purposes and personal enjoyment	<p>a. Demonstrate humour/fun.</p> <p>Identify words or situations that are personally humorous.</p>	Use the language for personal enjoyment (e.g., listen to a favourite song).
2.1.2 Use language for imaginative purposes and personal enjoyment	<p>b. Use language for creative/aesthetic purposes and personal enjoyment</p> <p>Participate in creative and aesthetic language activities.</p> <p>Use the language for personal enjoyment (e.g., listen to a favourite song).</p>	Attempt to use English creatively and for aesthetic purposes (e.g., to tell a story or experiment with the sounds and rhythms of the language in oral and written texts).
2.1.3 Extend their knowledge of the world	<p>a. Solve problems.</p> <p>Observe and experience problem-solving situations in the classroom (e.g., interpersonal relationships, learning activities).</p>	Report simple statements of problems and, with guidance, participate in problem-solving situations in familiar settings (e.g., "My locker won't open"; "He forgot his lunch"; "The man [in the story] lost his money.>").
2.1.3 Extend their knowledge of the world	<p>b. Explore opinions and values.</p> <p>Listen and attempt to understand opinions expressed in familiar social and classroom settings.</p>	Respond to ideas and products of peers (e.g., using structured peer feedback form).

Cluster 2.2 Communicate and interact with others to meet group needs and interests

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
2.2.1 Form, maintain, and change relationships	<p>Exchange greetings and farewells.</p> <p>Address a new acquaintance and introduce themselves.</p> <p>Exchange some basic personal information.</p>	<p>Initiate and participate in casual exchanges with classmates.</p> <p>Use routine means of interpersonal communications (e.g., telephone calls, personal notes, email messages).</p>
2.2.2 Impart and receive information	<p>Indicate basic needs and wants.</p> <p>Share basic information (e.g., name and address; respond to simple, predictable questions).</p> <p>Identify familiar people, places, and things.</p> <p>Copy essential information (e.g., friend's phone number).</p>	<p>Ask for and provide information on familiar topics in structured situations.</p> <p>Describe basic characteristics of familiar people, places, things.</p> <p>Record essential information into a graphic organizer after receiving guidance (e.g., complete a T-chart, Venn diagram).</p>
2.2.3 Get things done	<p>a. Guide actions of others.</p> <p>Indicate basic needs and wants; give and respond to simple oral instructions or commands (e.g., Open your book. Go to the gym.).</p>	<p>Make and respond to common requests for assistance, warnings, and other requests; give and follow an expanded range of common daily instructions in familiar contexts.</p>
2.2.3 Get things done	<p>b. State personal actions.</p> <p>Ask for permission; indicate willingness to do something; respond to offers, invitations, and instructions.</p>	<p>State personal actions in the immediate future.</p>
2.2.3 Get things done	<p>c. Manage group actions.</p> <p>Respond to the rules of turn-taking; respond to inappropriate behaviour of others through non-verbal communication and simple expressions (e.g., Please stop!).</p>	<p>Manage turn-taking (e.g., "It's your turn."); encourage other group members to act appropriately (e.g., "No cuts!" "Wait for your turn").</p>

Cluster 2.3 Transfer prior learning and acquire new learning

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
2.3.1 In a variety of academic contexts and for a variety of academic purposes	<p>a. Transfer prior academic and content/subject-area knowledge, concepts, and skills.</p> <p>Use visuals and realia to begin to connect and recognize basic knowledge, concepts, and skills related to prior life experiences and their limited formal learning for foundational academic purposes.</p>	Draw on prior life experiences for a limited range of academic tasks.
2.3.1 In a variety of academic contexts and for a variety of academic purposes	<p>b. Acquire new knowledge, concepts and skills in the content/subject areas.</p> <p>Use visuals and realia to begin to add basic knowledge, concepts, and skills related to the core subject areas.</p> <p>Experience, with guidance and modelling, some non-demanding academic tasks that relate to a cross-section of subject areas, and then complete them.</p>	<p>Use visuals, realia, and/or their first language to add a developing range of new knowledge, concepts, and skills to complete simple structured academic tasks.</p> <p>Demonstrate the foundational and essential knowledge, skills, and attitudes related to the core subject areas.</p> <p>Complete, with guidance and modelling, a range of academic tasks related to a cross-section of subject areas.</p>

Cluster 2.4 For non-academic purposes and contexts

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
2.3.2 In a variety of non-academic contexts and for a variety of non-academic purposes	<p>a. Transfer prior knowledge, concepts, and skills.</p> <p>Use visuals, realia, and/or their first language to attempt to recognize and connect basic concepts and skills related to prior learning for everyday communication and participation in the community and the workplace.</p>	Use visuals, realia, and/or their first language to draw on prior learning for a developing range of academic tasks for everyday communication and participation in the community and the workplace.
2.3.2 In a variety of non-academic contexts and for a variety of non-academic purposes	<p>b. Acquire new knowledge, concepts, and skills</p> <p>Use visuals and realia to begin to add new knowledge, concepts, and skills for communication and participation in the community and the workplace.</p>	Use visuals, realia, and/or their first language to add a developing range of new knowledge and skills for everyday communication and participation in the community.

Domain 3: Foundational Intercultural Competency and Global Citizenship

Students will acquire the foundational knowledge, skills, and attitudes that will eventually enable them to fully participate, communicate, and contribute to an interdependent, multilingual, and multicultural local and global society.

Cluster 3.1 Begin to develop and use knowledge and understanding of themselves as bilingual-bicultural/multilingual – multicultural learners.		
Strand	Phase 1	Phase 2
	By the end of each phase, students will	
3.1.1 Affirm and value first language and culture	<p>Begin to identify some basic similarities and differences between English and prior languages learned.</p> <p>Identify some basic similarities and differences between their own cultural practices and those that are reflected in the class, school, and local community.</p>	<p>Recognize and share with others some information concerning similarities and differences concerning their first language, English, and other languages.</p> <p>Recognize and share with others some information concerning similarities and differences concerning their cultural heritage and other cultures they have encountered.</p>
3.1.2 Value diversity	<p>Participate in activities and experiences that involve people of diverse backgrounds and reflect elements of different cultures.</p>	<p>Collaborate with other learners of diverse backgrounds and interests, and begin to identify the value of different languages, cultures, and other forms of diversity.</p> <p>Explore diversity and similarities in the classroom, school, and local community, and reflect on its personal significance.</p>
3.1.3 Explore personal, academic, and career opportunities	<p>Demonstrate an interest in learning English and participating in class and school events.</p> <p>Start to explore short-term and long-term education, employment, and career opportunities (with guidance).</p>	<p>Identify some personal uses they have made of their emerging knowledge of the English language and Canadian culture.</p> <p>Access information and develop an initial personal learning and career plan (with guidance).</p>

Cluster 3.2 Begin to develop and use knowledge and understandings concerning Canada’s peoples and its development as a nation and society

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
3.2.1 Knowledge of Canada’s geography, history, and development	<p>Experience activities and visual resources that will provide an emerging sense of the nature of local community, Manitoba, and Canada’s geography.</p> <p>Know a few basic facts and words related to the local and national geography, and the political system.</p>	<p>Demonstrate a basic understanding and sense of the geography, political system, and a few key events or persons in Manitoba’s and Canada’s historical development.</p> <p>Begin to seek information that will assist them in developing a better understanding of the local community, Manitoba, and Canada to meet their personal needs.</p>
3.2.2 Knowledge of Canada’s peoples, cultures, and traditions	<p>Participate in activities and experiences that reflect traditional and contemporary elements of Canadian culture elements of Canadian cultural heritage, such as holidays and celebrations, music, dance, art, literature, food, and sports.</p> <p>Experience cultural elements of diverse origins that reflect the diversity of Canada’s peoples in terms of regions, ethnicities, languages, and faith groups.</p>	<p>Explore the historical roots of traditional and contemporary cultural activities and experiences in such areas as holidays and celebrations, music, dance, art, literature, food, and sports.</p> <p>Explore and identify cultural and other forms of human diversity as reflected in the school, local, and broader community.</p>

Cluster 3.3 Begin to develop and use knowledge and understandings about global citizenship

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
3.3.1 Intercultural communication	<p>Demonstrate an emergent awareness and recognition of some basic differences and similarities , in personal and cultural practices, values, behaviours, and communication patterns as reflected in the classroom, school, and local community, although they may react negatively to perceived differences.</p> <p>Begin to recognize some inclusive language and behaviours with respect to gender, race, and culture.</p>	<p>Express a growing awareness of how culture affects communication and relationships of others, while they are unaware of the projection of own cultural value, such as concepts of family, gender roles, friendships, and respectful school and workplace relationships and communication.</p> <p>Recognize differences in beliefs and cultural values , although they may perceive their own beliefs and values as being superior.</p> <p>Demonstrate a willingness and interest in sharing ideas, beliefs, and cultural practices with classmates.</p> <p>Recognize and use some inclusive language with respect to gender, race, and culture.</p>
3.3.2 Interdependence and building community	<p>Demonstrate a willingness to participate and cooperate in classroom and school activities.</p>	<p>Demonstrate a willingness to participate cooperatively in daily classroom duties, and routines, and support peers and classmates.</p>

Domain 4: Foundational Learning and Literacy Strategies

Students will develop and use a repertoire of foundational strategies that will provide a basis for the continued development of literacy, academic, and language learning.

Cluster 4.1 Language Learning Strategies		
Strand	Phase 1	Phase 2
	By the end of each phase, students will	
4.1.1 Cognitive	<p>Use simple cognitive strategies, with guidance, to enhance language learning. For example:</p> <ul style="list-style-type: none"> ■ Memorize new words by repeating them silently or aloud. ■ Make personal dictionaries. ■ Group words with similar patterns. 	<p>Use a variety of simple cognitive strategies, with guidance, to enhance language learning. For example:</p> <ul style="list-style-type: none"> ■ Associate new words or expressions with familiar ones. ■ Derive phonic patterns from multiple examples.
4.1.2 Metacognitive	<p>Use simple metacognitive strategies, with guidance, to enhance language learning. For example:</p> <ul style="list-style-type: none"> ■ Listen or read for key words to derive general meaning. 	<p>Use a variety of simple metacognitive strategies, with guidance, to enhance language learning. For example:</p> <ul style="list-style-type: none"> ■ Check copied writing for accuracy. ■ Rehearse or role-play language situations.
4.1.3 Social affective	<p>Use simple social and affective strategies, with guidance, to enhance language learning. For example:</p> <ul style="list-style-type: none"> ■ Seek assistance. ■ Understand that making mistakes is a natural part of language learning. 	<p>Use a variety of simple social and affective strategies, with guidance, to enhance language learning. For example:</p> <ul style="list-style-type: none"> ■ Take risks. ■ Try unfamiliar tasks and approaches.

Cluster 4.2 Language Use Strategies

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
4.2.1 Receptive	Use simple reading and listening strategies, with guidance, to aid comprehension. For example: <ul style="list-style-type: none"> Understand illustrations. Understand words with capital letters. 	Use a variety of simple reading and listening strategies, with guidance, to aid comprehension. For example: <ul style="list-style-type: none"> Understand familiar words. Understand gestures and intonation.
4.2.2 Productive	Use simple speaking and writing strategies, with guidance.	Use a variety of simple speaking and writing strategies, with guidance. For example: <ul style="list-style-type: none"> Experiment with familiar words and structures to express their own meaning.
4.2.3 Interactive	Use simple interactive strategies, with guidance. For example: <ul style="list-style-type: none"> Indicate lack of understanding verbally or non-verbally. Ask for repetition. 	Use a variety of simple interactive strategies, with guidance. For example: <ul style="list-style-type: none"> Use nonverbal cues to communicate.

Cluster 4.3 General Learning Strategies

Strand	Phase 1	Phase 2
	By the end of each phase, students will	
4.3.1 Cognitive	Use simple cognitive strategies, with guidance, to enhance general learning. For example: <ul style="list-style-type: none"> Connect what they already know with what they are learning. 	Use a variety of simple cognitive strategies, with guidance, to enhance general learning. For example: <ul style="list-style-type: none"> Take notes. Organize and review notes.
4.3.2 Metacognitive	Use simple metacognitive strategies, with guidance, to enhance general learning. For example: <ul style="list-style-type: none"> Decide to attend to the learning task. 	Use a variety of simple metacognitive strategies, with guidance, to enhance general learning. For example: <ul style="list-style-type: none"> Discover how their efforts can affect their learning.
4.3.3 Social affective	Use simple social and affective strategies, with guidance, to enhance general learning. For example: <ul style="list-style-type: none"> Seek help from others. 	Use a variety of simple social and affective strategies, with guidance, to enhance general learning. For example: <ul style="list-style-type: none"> Participate in cooperative group learning tasks.

Language Learning Strategies

Cognitive

- Listen attentively.
- Perform actions to match words of a song, story, or rhyme.
- Learn short rhymes or songs, incorporating new vocabulary or sentence patterns.
- Imitate sounds and intonation patterns.
- Memorize new words by repeating them silently or aloud.
- Seek the precise term to express meaning.
- Repeat words or phrases in the course of performing a language task.
- Make personal dictionaries.
- Experiment with various elements of the language.
- Use mental images to remember new information.
- Group together sets of things – vocabulary, structures – with similar characteristics.
- identify similarities and differences between aspects of the English language and own language.
- Look for patterns and relationships.
- Use previously acquired knowledge to facilitate a learning task.
- Associate new words or expressions with familiar ones, either in English or in own language.
- Find information, using reference materials like dictionaries,

textbooks, and grammars.

- Use available technological aids to support language learning (e.g., cassette recorders, computers).
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember.
- Place new words or expressions in a context to make them easier to remember.
- Use induction to generate rules governing language use.
- Seek opportunities outside of class to practice and observe.
- Perceive and note unknown words and expressions, as well as their context and function.

Metacognitive

- Check copied writing for accuracy.
- Make choices about how they learn.
- Rehearse or role-play language.
- Decide in advance to attend to the learning task.
- Reflect on learning tasks with the guidance of the teacher.
- Make a plan in advance about how to approach a language learning task.
- Reflect on the listening, reading, and writing process.
- Decide in advance to attend to specific aspects of input.
- Listen or read for key words.
- Evaluate own performance or comprehension at the end of a task.

- Keep a learning log.
- Experience various methods of language acquisition, and identify one or more they consider to be particularly useful.
- Be aware of the potential of learning through direct exposure to the language.
- Know how strategies may enable coping with texts that contain unknown elements.
- Identify problems that might hinder successful completion of a task, and seek solutions.
- Monitor their own speech and writing to check for persistent errors.
- Be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly.
- Participate actively in brainstorming and conferencing as prewriting and post-writing exercises.
- Use self-talk to feel competent to do the task.
- Be willing to take risks and try unfamiliar tasks and approaches.
- Repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate.
- Reduce anxiety by using mental techniques, such as positive self-talk or humour.
- Work with others to solve problems, and get feedback on tasks.
- Provide personal motivation by arranging own rewards when successful.

Social/Affective

- Initiate or maintain interaction with others.
- Participate in shared reading experiences.
- Seek the assistance of a friend to interpret a text.
- Reread familiar self-chosen texts to enhance understanding and enjoyment.
- Work cooperatively with peers in small groups.
- Understand that making mistakes is a natural part of language learning.
- Experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers.

Language Use Strategies

Receptive

- Determine the purpose of listening.
- Assess own information needs before listening, viewing, or reading.
- Prepare questions or a guide to note down information found in the text.
- Make predictions about what you expect to hear or read based on prior knowledge and personal experience.
- Listen selectively based on purpose.

- Listen or look for key words.
- Use key content words or discourse markers to follow an extended text.
- Use skimming and scanning to locate key information in texts.
- Use illustrations to aid reading comprehension.
- Infer probable meanings of unknown words or expressions from contextual clues.
- Use knowledge of the sound-symbol system to aid reading comprehension.
- Reread several times to understand complex ideas.
- Observe gestures, intonation, and visual supports to aid comprehension.
- Summarize information gathered.
- Make connections between texts on the one hand and prior knowledge and personal experience on the other.

Productive

- Mimic what the teacher says.
- Use nonverbal means to communicate.
- Copy what others say or write.
- Use words visible in the immediate environment.
- Be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction

(grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding).

- Use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas.
- Use familiar repetitive patterns from stories, songs, rhymes, or media.
- Use illustrations to provide detail when producing own texts.
- Use familiar sentence patterns to form new sentences.
- Take notes when reading or listening to assist in producing own text.
- Compensate for avoiding difficult structures by rephrasing.
- Use resources to increase vocabulary.
- Use descriptions, explanations or various words and phrases to compensate for lack of specific terms (circumlocution).
- Use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammars).
- Apply grammar rules to improve accuracy at the correction stage.
- Revise and correct final version of text.

Interactive

- Indicate lack of understanding verbally or nonverbally (e.g., What did you mean? raised eyebrows, blank look).

- Interpret and use a variety of nonverbal cues to communicate (e.g., mime, pointing, gestures, drawing pictures).
- Ask for clarification or repetition when they do not understand (e.g., Can you say that again? Please repeat the question.).
- Ask for confirmation that a form used is correct.
- Use other speakers' words in subsequent conversations.
- Use descriptions, explanations, or various words and phrases to compensate for a lack of specific terms (circumlocution).
- Assess feedback from a conversation partner to recognize if a message has been understood.
- Start again using a different tactic when communication breaks down.
- Use fillers, hesitation devices, and gambits to sustain conversations.
- Record key words and concepts in abbreviated form – verbal, graphic, or numeric – to assist with performance of a learning task.
- Use mental images to remember new information.
- Distinguish between fact and opinion when using a variety of sources of information.
- Formulate key questions to guide research.
- Make inferences, and identify and justify the evidence on which these inferences are based.
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember.
- Seek information through a network of sources, including libraries, the Internet, individuals, and agencies.
- Use previously acquired knowledge or skills to assist with a new learning task.

General Learning Strategies

Cognitive

- Classify objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants).
- Use models.
- Connect what is already known with what is being learned.
- Experiment with and concentrate on one thing at a time.
- Focus on and complete learning tasks.

Metacognitive

- Reflect on learning tasks with the guidance of the teacher.
- Choose from various study techniques.
- Discover how own efforts can affect learning.
- Reflect upon own thinking processes and how you learn.
- Decide in advance to attend to the learning task.
- Divide an overall learning task into a number of subtasks.

- Make a plan in advance about how to approach a task.
- Identify own needs and interests.
- Manage own physical working environment.
- Keep a learning journal, such as a diary or log.
- Develop criteria for evaluating own work.
- Work with others to monitor own learning.
- Take responsibility for planning, monitoring, and evaluating learning experiences.
- Be willing to take risks and try unfamiliar tasks and approaches.
- Monitor own level of anxiety about learning tasks, and take measures to lower it if necessary (e.g., deep breathing, laughter).
- Use social interaction skills to enhance group learning.

Social/Affective

- Watch others' actions and copy them.
- Seek help from others.
- Follow own natural curiosity and intrinsic motivation to learn.
- Participate in cooperative group learning tasks.
- Choose learning activities that enhance understanding and enjoyment.
- Be encouraged to try, even though mistakes may be made.
- Take part in group decision-making processes.
- Use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas).
- Take part in group problem-solving processes.
- Use self-talk to feel competent to do the task.

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