

## **Competencies for Cycle 2 and 3:**

### **Competency 1: To interact orally in English**

#### **Focus:**

- Resources help expand the range of exposure to a new language
- Effective use of visual support helps learners develop confidence and autonomy, and it accelerates learning of authentic language
- The nature of oral interaction puts students to work with others
- Learning contexts requires numerous occasions to practice and experiment with functional language
  - Compensatory and learning strategies through use
  - Access to abundant visual support (posters, word and expression banks, checklists, etc.)
  - Availability of linguistic resources (texts, visual and thematic dictionaries, internet sites, etc.)

#### **End-of-Cycle Outcomes:**

- Students use the functional language they have acquired in order to participate in exchanges with peers and the teacher (reacting to messages, initiating messages, maintaining interaction)
- With help from peers and the teacher, they make effective use of the visual support and linguistic resources provided
- **Cycle Three:**
  - By the end, students show confidence and autonomy: they interact more spontaneously and effectively (reacting to messages, initiating messages, maintaining interaction)
  - They seek help from peers and not as often from the teacher<sup>1</sup>

### **Competency 2: To reinvest understanding of oral and written texts**

#### **Focus:**

- This competency enables elementary students to approach, explore and make use of various types of texts (popular, literary, information-based) in a dynamic way.
- They develop appropriate strategies for effective listening and reading; they learn how to derive meaning from oral and written texts (interaction of learner and text); and they show their understanding in meaningful tasks (minibook, bookmark, sketch, poster, etc.).
- To reinvest understanding of oral and written texts, students need to identify key elements and to distinguish between relevant and irrelevant information, thus drawing upon the cross-curricular competency *to use information*.

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<sup>1</sup> This should be the ultimate focus for instruction especially concerning the higher grades. Content is important but helping to establish habits of learning is by far more essential for establishing life-long learners.