

# Guide: ESL Class Magazine

... Or Other Written Medium  
2018 Version



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## AUTHOR'S NOTE

The text from the 1994 – 1995 version of this document is written in the **Problem Secretary** font. For purely entertainment value, I didn't erase any text from the original version so any mention of floppy disks or other technology that is no longer used, is left in on purpose. Anything added in 2018 is in the Calibri Light font.

The objectives section of each activity refers to the objective-based programs that were in place before the implementation of the Programme de formation de l'école québécoise at the beginning of the twenty-first century. For almost every activity, the students will be using the three competencies in synergy. Rubrics that were created to go with the current program are provided at the end of this document.

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# 1. INTRODUCTION

Many new and exciting approaches have enhanced second language teaching in the last number of years. Two of these, computer applied language learning and cooperative learning, have interested many teachers. This guide attempts to combine these two approaches in the production of an ESL class magazine.

Please accept this guide in the knowledge that the author is neither a computer whiz nor an expert in cooperative learning. The content can be adapted to the needs of the classroom teacher and to the appropriate level of the students.

I hope that this guide will provide you, the teacher, with the ideas and the will to start an ESL magazine in your classes.



Randy Hamlyn

Since the publication of the original version of this document, the author has spent twenty years as an ESL educational consultant giving multiple training sessions and accompanying teachers in using cooperative learning in class as well as in integrating Information and Communication Technologies into their everyday pedagogical practices, amongst other things.

These text boxes will be used to take into account other technology that was not commonly used or did not exist when the original version was written on a Mac SE and distributed in a paper version.

## 2. COOPERATIVE STRUCTURES

Here is a description of the different cooperative structures used in the activities.

### **Numbered Heads Together:**

In groups of four, each student is assigned a number from one to four. The teacher gives the students a task to perform. The students consult each other, making sure that everyone knows the answer. The teacher then chooses a number between one and four and the students who were assigned that number answer for their group.

### **Example:**

The teacher asks the students to discuss what makes an effective ad. Once the discussion is finished he or she calls on those students who were assigned the number 3 to name the elements that their group decided were the most important.

### **Roundtable:**

In groups of four, using only one computer, each student performs a task, in turn. All of the individual contributions put together complete the given task.

### **Example:**

In order to prepare for an interview, students are asked to make up a list of twelve possible questions that they could ask the interviewee. Each student has to type three of the questions. These three questions don't necessarily have to come only from the student in question since it's a group activity. The others can help him or her out.

### **Simultaneous Roundtable:**

It's the same as roundtable but with more than one computer, each computer demanding a different task. Each student contributes to the task on each computer.

### **Example:**

A profile of a given rock performer could be divided up into four sections - the early years, starting out in the music business, love interests and future plans. These headings are typed on four different word-processing programs. Each student is asked to contribute at least three sentences to each section. Once finished and reassembled they have completed their profile.

**Roundrobin:**

Each student contributes to a given task and then the group decides on one answer.

**Example:**

When deciding on a name for their magazine, all the members of the group contribute and then decide upon one name.

**Pairs check:**

The group of four is divided up into two subgroups of two. In the subgroups, the students alternate, one doing number one of the task while the other supervises. Then they switch places for number two. Once they each have had a turn, they then consult with the other subgroup to check their answers. After consultation, they continue on with one student doing the even numbers and the other doing the odd numbers, checking with the other subgroup after every two numbers.

**Example:**

While making up questions for an interview student A types up a question while student B checks the question as to its grammatical accuracy. Then student B types up a question while student A checks the accuracy. Then students A and B consult with the two other members of their base group to make sure that both group's questions are correct. They then return to their subgroups and continue on.

**Think-Pair-Share:**

The students think about a given task individually and then discuss their opinion with a partner. They then share this with the rest of the class.

**Example:**

When deciding what types of articles should go into the magazine, individual students type up a list, consult with a partner to make up a common list and then submit it to the rest of the class for discussion.

**Brainstorming:**

All members contribute to a given task without any judgements being made. Great for generating new ideas.

**Example:**

Students are asked for suggestions as to how to make up a good horoscope. All answers are typed on the computer and projected onto a screen with the use of a projection pad. They are only discussed after the brainstorming session is over.

**Jigsaw:**

Each student in the base group is assigned a number (usually 1 to 4). The students get into groups with the other students who have their number and perform a given task, thus becoming the "experts" in that task. They then go back to their "base" groups and teach the content of their task to the others in their group. When forming the subgroups there should be no more than four students per group.

**Example:**

An article about pollution is divided up into four different sections - the sources of pollution, the effects on the environment, what we can do about it now and what the future holds for us if we don't react. The students who were assigned the number one get into a group to discuss the sources of pollution, the twos into a group to discuss the effects and so on. Once the discussions are finished the students then go back to their base groups and type the article, each one contributing to the task from his or her field of "expertise."

**Partners:**

The base group is divided up into two groups of two. These smaller groups perform the task with partners from other base groups. They then go back to their original group and share what they acquired.

**Example:**

When doing a poll as to who is the most popular singer, one pair meets with another pair to discuss this. Afterwards the two pairs could meet with another two pairs to discuss the point. Then the pairs go back into their base groups to present their findings.

**Co-op Co-op:**

Students perform a task in their group that they then share with the other groups. Each student contributes to the task in his or her own particular way.

**Example:**

A base group makes up an ad with each member contributing to one aspect of the given ad - one person draws the picture, one writes the text, another revises and edits the text and the last one takes care of the layout of the ad.

### 3. THE WRITING PROCESS

In the following activities, these guidelines should be applied when students are asked to produce written texts:

1. Ask students to first type their ideas on the word-processing program.
2. Invite them to share their ideas with their base group adding any new input that the others might contribute.
3. Tell them to compose a first draft of their text. (You could supply a structure for them to follow if you deem it necessary.)
4. Ask students to revise their first drafts with their base group concentrating on the content and organization of the text.
5. Tell them to type up a second draft of their text integrating the changes that their base group suggested.
6. Ask them to edit their text with a partner. At this stage, they deal with correcting spelling, punctuation, structure, usage and the conventions of paragraphing. If your word-processing program has a spelling checker this would be the ideal occasion to use it.
7. Tell them to type up the final version of their text.

Nowadays, the ideal tool for a collaborative writing project is any form of cloud-supported publication tool like Google Documents.

As for the writing process itself, teachers should refer to the appropriate sections in both the core and enriched ESL programs in the Québec Education Program. The idea of deconstructing a text before engaging in the actual writing process is primordial to respecting the spirit of the program in which students follow the following phases when writing:

- preparing to write;
- writing the draft;
- revising;
- editing;
- publishing (optional).



## 4. GETTING STARTED

### Guidelines for grouping:

This could possibly be the most important part of the entire process of making a magazine. If the students work well together then you can concentrate on being a facilitator rather than spending the majority of your time on discipline.

You should decide the number of students per base group beforehand. The cooperative approach tends to lean towards groups made up of four students as being the ideal situation. The reasoning behind this choice is that in groups of three there is quite often one person left out. Groups of five seem to allow at least one student to not contribute to the team effort - a situation that you want to avoid. All of the following activities are geared towards groups of four but can be easily adapted to other sized groups.

How to form these groups is another important factor because they are together for the entire period of producing their magazine. If your students work well together, you could allow them to form their own base groups. If you decide to go this route, a good discussion about being responsible for their work could help avoid the formation of groups who simply want to be together for fun and not to work together.

Another possibility is for the teacher to form the groups. When forming groups you should consider putting one achiever and one weak student per group. Complete the group with students who fall in the middle. You should consider group dynamics when forming these groups as well. This process definitely takes a longer time but can help avoid many problems later.

### Material:

The material you need to produce a magazine on computer depends completely on how far you want to go with it. The basic equipment would be a minimum of eight computers (one for each base group in a class of thirty-two), a good word-processing program on each computer, a good printer and a floppy disk for each student. Some accessories that could come in real handy are an English spelling

checker, a scanner and a good desktop publishing program. A projection pad would allow you to teach directly from your computer, projecting your computer screen onto a film screen with the help of an overhead projector.

With regards to material, any form of electronic device connected to the Cloud could do the job, however portable computers or tablets with keyboards seem to make the job much easier. In order to stimulate oral interaction between students, they should still be placed in the groupings that are suggested in the different activities. Concerning the actual form the publication takes; a web-based publication of the content would save many trees and lend itself to sharing with a much larger audience.

## 5. ACTIVITIES

## 5.01 ADVICE COLUMN LETTERS

### Overview:

- Students write letters that refer to everyday teenage problems.

### Objective:

- Writing letters

### Cooperative Structures:

- Jigsaw
- Brainstorming

### Grouping:

- Whole class
- Groups of four

### Material:

- None

### Advance Preparation:

- None

### Procedure:

- Brainstorm about the different subjects that you find in this type of letter.
- Assign each student in the base groups a number from one to four.
- Divide the groups up so that the ones are together, the twos are together etc. (There should be no more than four students in each subgroup therefore it may be necessary to have two groups of each number.)
- Ask each group to choose a topic from the brainstorming session list.
- Ask them to type a letter about that topic. Each student in the group should have a copy of the letter on his or her floppy disk.
- Send the students back to their base groups.
- Go to the next step, if time allows, which is Activity 5.02. If not, students can keep their letters until they are ready to do 5.02.

**Computer notes:**

- Doing a brainstorming session on the computer:
  - Type the students' ideas into your computer as the students say them.
  - Project your writing onto a screen using a projection pad.

Any references to a projection pad can be replaced with more recent forms of projection like a multimedia projector, an Apple TV, a TV screen, a Chromecast system, or ...

Whether you start with this activity or not, it would be a great idea to get students to use a cloud based collaborative writing tool like Google Docs right from the start.

## 5.02 ADVICE COLUMN ANSWERS

### Overview:

- Students answer letters dealing with teenage problems.

### Objective:

- Writing an answer to a letter.

### Cooperative Structure:

- Roundrobin

### Material:

- Pencil and paper

### Grouping:

- Base groups

### Advance Preparation:

- Letters from the first part of this activity.

### Procedure:

- Ask one student in each base group to put his or her letter up on the computer screen.
- Tell the group members to propose different solutions and decide together what solution they choose using the roundrobin structure.
- Instruct them to type the solution under the letter.
- Ask that the students discuss the grammatical correctness of their answer.
- Tell them to make any necessary corrections to their text.
- Let them continue with this same procedure for the three other letters.

### Computer Notes:

- In order to get access to the individual letters:
  - Slip the floppy disk with the letter on it into the floppy disk slot.
  - Double click on the floppy disk icon once it appears on the desktop.
  - Then double click on the letter icon in the floppy disk window.
- To edit text

- “Select” the text you wish to edit by clicking the mouse at the beginning or end of the selection.
- Leaving your finger on the mouse button, you "drag" the mouse until all of the text you wish to work on is selected. The selected text should now be in white on a black background.
- If you simply wish to erase the given text, you can click on the "delete" key on their key board.
- If you wish to replace the selected text, you simply have to type the new text.

Take advantage of the sharing capacities of a cloud-based tool like Google Docs to perform the same task.  
Hasn't technology come a long way!

## 5.03 CELEBRITY INTERVIEW

### Overview:

- Students prepare questions and perform an interview.

### Objective:

- Questioning and giving facts

### Cooperative Structures:

- Brainstorming
- Simultaneous Roundtable
- Pairs Check

### Material:

- A good black and white picture of each student's chosen celebrity (optional)

### Grouping:

- Whole class
- Base groups
- Pairs

### Advance Preparation:

- Students choose a famous person who they would like to interview. In base groups, each student should have a different candidate.
- A good black and white picture of their celebrity would contribute to the layout of their text.

### Procedure:

Brainstorm with the entire class about the questions that they would like to ask a celebrity. These questions can be projected onto a screen using a projection pad.

- Ask students to copy these questions onto their computers so that they may use them as a basis on which they can make up other questions.
- Note that the previous step can be left out if you feel that your group has a good grip on asking questions in English.
- Ask the students to generate a bank of questions specific to each famous person using the structure known as Simultaneous Roundtable. Tell each



student to type a minimum of four questions for each celebrity.

- Ask the entire base group to decide upon the ten best questions for each celebrity and instruct them to make any grammatical corrections if necessary.
- Tell students to answer the questions on their sheet to the best of their ability.
- Note that the pairs check structure could be used during this process in order to assure grammatical accuracy.

### **Computer Notes:**

- In the base groups, students type up their celebrity's name on the top of their individual computer screens. During the simultaneous roundtable session, the other members of the group type their questions on the appropriate computer.

This would be a great time to talk about image copyrights. Students should be encouraged to use Creative Commons or royalty-free resources. Another possibility using Google Chrome is to select "Images", then "Tools", and finally "Usage rights". They can then select amongst the four types of images that respect copyrights.

Of course, any references to black and white pictures can be ignored if you're going with an online publication.

## 5.04 PEN PAL SEARCH

### Overview:

- Students write a description of themselves.

### Objectives:

- Description of people
- Expressing interests, attitudes and feelings

### Cooperative Structures:

- Numbered Heads Together
- Simultaneous Roundtable

### Material:

- Individual pictures of students

### Advance Preparation:

- Ask students to bring a picture of themselves, preferably in black and white.

### Procedure:

- Assign each student in the base group a number from 1 to 4.
- Tell each student to type up a description of themselves, using the first person singular "I," with the following elements included:
  - physical description
  - likes and dislikes
  - favorite pastimes and hobbies
  - what he or she would like in a partner
  - how to contact them
  - any other elements that they feel are pertinent
- Instruct the students to review each other's letters using the roundtable structure.
- Ask them to concentrate on the grammatical and structural correctness of the letters when reviewing them.
- Pick a number between one and four and get the students who were assigned that number to read out their description.
- Instruct them to either paste their picture next to their text or they could

scan their picture and then place it next to their letter.

Many other tools have since replaced the scanner. By using their personal device cameras, students can avoid many of the problems with copyrights.

## 5.05 FILM REVIEW

### Overview:

- Students write a film critique.

### Objective:

- Expressing feelings, interests, attitudes and opinions.
- Social skill - Talking one at a time.

### Cooperative Structure:

- Jigsaw

### Grouping:

- Groups of four

### Material:

- None

### Advance Preparation:

- None

### Procedure:

- Using the roundtable cooperative structure with the entire class ask students "What is your favorite movie?"
- Assign students to groups of no more than four based on their favorite movie.
- Instruct the students to discuss their movie and to type notes on this discussion.
- The following elements should be a part of the discussion:
  - The actors and their previous accomplishments.
  - A short résumé of the story line.
  - The reasons why they liked the movie.
  - Any things that they did not necessarily like.
  - An overall appreciation of the movie.
  - Where you can see it.

- Encourage students to talk one at a time.
- Send the students back to their base groups.
- Instruct them to tell the others what they learned in their jigsaw group.
- Tell the students to type up their reviews with help from the other members of the base group.

**Computer Notes:**

- During the discussions in the groups formed according to favorite movie or film, one student can be responsible for typing up the discussion notes. Then the other members of the group can copy the document onto their floppy disk. Once back in their base groups they can use their notes as a basis for their article.

Another great occasion for students to take advantage of collaborative writing tools like Google Doc.

## 5.06 PERSONALITY TEST

### Overview:

- Students make up a self-test for their peers.

### Objective:

- Questioning and finding out

### Cooperative Structures:

- Roundrobin
- Roundtable

### Grouping:

- Base groups

### Material:

- None

### Advance Preparation:

- None

### Procedure:

- Ask each base group to choose a topic for their self-test using the roundrobin structure. Some suggestions:
  - "Are you shy?"
  - "Do you have good study habits?"
  - "Are you a good party person?"
- Tell the students to type up questions that relate to their topic using the roundtable structure. For example, for the "Are you shy?" questionnaire they could ask, "How do you react when you go into a new class for the first time?"
- Instruct the students to type a list of possible answers for each question using the roundrobin structure. For the above mentioned example the possibilities could be:
  - I try to sit next to one of my friends.
  - I sit in any vacant place and talk to the person next to me.

- I take a place preferably in the back and try not to be noticed.
- Ask the students to make up a point system to go with their self-test. Since the example is "Are you shy? », of the three possible answers given above C should get three points, A two points and B one point. Therefore, at the end of the test someone with a high score would know that they are a shy person.

#### **Computer Notes:**

- Write the questions in "bold" lettering.
- Use the "Tab" key to indent the multiple-choice answers so they may be correctly aligned.
- Press on the "Tab" key on the keyboard which is the key in the upper left-hand corner of the keyboard whose symbol is an arrow pointing to the right that is followed by a vertical line. You click on this the number of times that you need to get to the place that you want to be.
- Type the possible answer.
- Press on the "Enter" key.
- Press on the "Tab" key again in order to align the next answer up with the previous one.

Google Forms would be great for this type of activity. Students could also use Socrative or Kahoot! or ...

## 5.07 STORY

### Overview:

- Students write a story using pictures.

### Objectives:

- Writing a transactional text.
- Listening to and acknowledging ideas.

### Cooperative Structures:

- Co-op co-op

### Grouping:

- Base groups

### Material:

- Pictures (see Advance Preparation)

### Advance Preparation:

- Ask each student in the base group to select one of the four elements of a story:
  - characters
  - events
  - setting
  - time
- Tell them that each element can only be selected once so that each member has a different one.
- Instruct the students that for this activity they must bring a picture from a magazine that represents the element that they have chosen.

### Procedure:

- Check that each student has a picture.
- Ask the students to compose a story that links the four pictures together using the co-op co-op approach.
- Tell them to choose one student to type the text on the word processing



program while the others compose the text.

### Computer Notes:

- Tell students to type their story without concentrating on the grammatical accuracy. The editing capacities of the computer will allow them to come back to their text and make any necessary changes. See activity 5.02 for information about how to edit text.

The power of Google Drawings allows you to combine images and text in a collaborative production. Any images that you select through “Insert” then “Image” are labelled for reuse so you don’t have to worry about copyright problems.

Another tool, Autodraw <https://www.autodraw.com/> is very useful for creating clip art for those who have minimal drawing talent.

Other web-based tools are:

- <https://storybird.com/>
- <https://www.storyjumper.com/>
- <https://app.bookcreator.com/>

These stories can sometimes be downloaded in the .pdf format that can then be easily added to your magazine.

## 5.08 INTERVIEWING A STAFF MEMBER

### Overview:

- Students interview a staff member.

### Objective:

- To find out or give facts

### Cooperative Structures:

- Co-op co-op

### Material:

- Tape recorder

### Grouping:

- Base groups

### Advance Preparation:

- Photocopy the role cards.

### Procedure:

- Ask each base group to type up a list of questions for a given staff member who speaks English, using the pairs check structure.
- Attribute different roles to each student during the actual interview process by distributing the role cards found on the following page.
- Inform the students that once the text is typed up they are all responsible for its grammatical correctness. Therefore allow them some time to revise their text.

### Computer Notes:

- Write the questions in "Bold" text. This contributes to the quality of the layout.

Any recording can easily be done with a personal mobile device.

<p style="text-align: center;"><b>The Manager</b></p> <p>You are responsible for setting up the interview with the staff member and taking care of the tape recorder during the interview.</p>	<p style="text-align: center;"><b>The Speaker</b></p> <p>You are responsible for conducting the interview. You must concentrate on reading the questions well.</p>
<p style="text-align: center;"><b>Recorder #1</b></p> <p>You are responsible for typing the tape script on the computer.</p>	<p style="text-align: center;"><b>Recorder # 2</b></p> <p>You are responsible for checking the grammatical correctness of the typed text.</p>

<p style="text-align: center;"><b>The Manager</b></p> <p>You are responsible for setting up the interview with the staff member and taking care of the tape recorder during the interview.</p>	<p style="text-align: center;"><b>The Speaker</b></p> <p>You are responsible for conducting the interview. You must concentrate on reading the questions well.</p>
<p style="text-align: center;"><b>Recorder #1</b></p> <p>You are responsible for typing the tape script on the computer.</p>	<p style="text-align: center;"><b>Recorder # 2</b></p> <p>You are responsible for checking the grammatical correctness of the typed text.</p>

## 5.09 HOROSCOPE

### Overview:

- Students conduct a survey about personal characteristics.

### Objective:

- To find out and to give information.

### Cooperative Structures:

- Roundrobin
- Pairs check

### Grouping:

- Base groups
- Whole class

### Material:

- None

### Advance Preparation:

- None

### Procedure:

- Ask each base group to type a list of questions that will help them find out the characteristics of the students with the different zodiac signs using the roundrobin structure.
- Instruct them to print out a copy for each member of their base group.
- Tell the students to ask their classmates these questions and to record their answers.
- Ask them to return to their base groups and report their findings to the other members of their group.
- Inform them to divide the base groups up into two groups of two.
- Ask them to use the pairs check structure to write a description of each of the twelve zodiac signs, based on the information they acquired during the previous section of this activity.
- Tell each base group to combine their two texts together in order to create

one article for the magazine.

Depending on your pedagogical intention, it might be useful to take advantage of the voice-typing feature in Google Docs. Under the “Tools”, select “Voice typing”. Make sure that English is selected as the language above the mic.

## 510 NEW PRODUCTS

### Overview:

- Students invent a product and describe it.

### Objectives:

- Find out and give facts about a product
- Acknowledging ideas
- Listening

### Cooperative Structures:

- Partners
- Simultaneous Roundtable

### Grouping:

- Combined groups
- Base groups

### Material:

- None

### Advance Preparation:

- Ask students to think up a new product that they would like to see on the market. Allow class time so that they may draw their invention using either the "Draw" capacities of their "Works" program or a separate "Draw" or "Paint" program. They should have a drawing of their invention on their floppy disk for next class.

### Procedure:

- Ask the students to divide their base groups into two groups of two.
- Ask them to input their drawings onto the computer screens.
- Tell the students to type a text about their invention with their partner's help.
- Ask students to do the same for the other partner's drawing.
- Ask the groups of two to pair up with another pair from a different base group.

- Tell the partners to present their two products to the other partners and vice versa.
- Inform the students to go back to their base groups.
- Invite the members of each base group to check the grammatical and structural correctness of each text using the Simultaneous Roundtable structure.

This would be another great time to use:

- Google Drawings
- Autodraw <https://www.autodraw.com/>
- <https://www.canva.com/>

## 5.11 ADVERTISEMENTS

### Overview:

- Students create advertisements about the product they invented in activity 5.10.

### Objectives:

- To get somebody's attention in order for them to do something
- Acknowledging ideas

### Cooperative Structures:

- Think-Pair-Share
- Pairs Check

### Grouping:

- Individual
- Pairs

### Material:

- Activity 5.10 picture and text.

### Advance Preparation:

- Ask students to bring their completed 5.10 activity picture and text.

### Procedure:

- Present a real ad to the students indicating the elements that make up an effective ad such as an attractive picture or drawing, and a brief, to-the-point text.
- Tell the students to individually plan what they wish to write as an ad for their product.
- Ask the students to divide their base groups up into two groups of two.
- Instruct them to then share their plan with their partners who can contribute their opinion.
- Instruct the students to type up one of the two ads using the pairs check structure in which one member of the pair types a sentence or two while the other member concentrates on the correctness of the text. They then



switch places, continuing on like this, until they have finished the text.

- Ask the students to then follow the same procedure for the second ad.
- Tell the partners to share their ads with the other members of their base group. Ask them to contribute to perfecting each individual's text at this time.
- Instruct the students to type up the final version of their text individually.

This would be another great time to use:

- Google Drawings
- Autodraw <https://www.autodraw.com/>
- <https://www.canva.com/>

## 5.12 COMICS

### Overview:

- Students create texts for comic strips.

### Objective:

- Discussing
- Creating titles

### Cooperative Structure:

- Think - pair - share

### Grouping:

- Base groups
- Pairs

### Material:

- A minimum of four different cartoon strips with empty speech balloons.

### Advance Preparation:

- Scan or photocopy a minimum of four different comic strips, erasing the captions. There should be one copy for every student.

### Procedure:

- Hand out the comic strips to students making sure that each member of a base group has a different one.
- Ask students to come up with captions for their comic individually.
- Invite them to pair up with a partner.
- Tell them to share their captions with their partner.
- Ask the partners to correct each other's captions.
- Tell the students to create their cartoon and print it.
- Ask them to share their comic strip with another group close to them.

### Computer Notes:

- If the comics are scanned and converted into a paint or draw mode then students can write their captions directly into the speech balloons.
- Otherwise, they can type their captions using a word-processing program and glue them onto the photocopied comics.

There are many free digital tools that now exist for creating comics. Some of the most popular are:

- <https://www.makebeliefscomix.com/>
- <https://www.pixton.com/>

Once created, these comics can usually be converted into a .pdf document which can then be added to your project.

## 5.13 OPINION POLL

### Overview:

- Students make up a questionnaire and compile the results.

### Objective:

- Questioning

### Cooperative Structures:

- Brainstorming
- Roundrobin
- Simultaneous roundtable

### Material:

- None

### Advance Preparation:

- Prepare a list of different topics that students can do an opinion poll about. Some suggestions are - music, reading, movies, video games, sports and food.

### Procedure:

- Brainstorm with the students about ideas for an opinion poll.
- Ask the base groups to choose a topic and type up a list of approximately ten questions which relate to the given topic, using the roundrobin structure.
- Tell them to distribute one copy of their questionnaire to each base group, once it has been printed up on the computer.
- Inform the students to answer the questionnaires using the Simultaneous Roundtable structure.
- Ask them to hand the questionnaires back to the appropriate base groups.
- Tell the students to compile their results and add them to their questionnaires.

### Computer Notes:

- To save time printing the documents they could use the "Copy" and "Paste" functions in order to put several copies of their questionnaire on one sheet of paper.
- Ask them to add the results to their questionnaire by simply inserting them

in the original document at the appropriate place.

Another great chance to use:

- Google Forms <https://www.google.ca/forms/about/>
- Socrative <https://www.socrative.com/>
- Kahoot! <https://kahoot.com/welcomeback/>
- Plickers <https://www.plickers.com/>
- Mentimeter <https://www.mentimeter.com/>

## 5.14 CONTEST AD

### Overview:

- Students learn about and create an ad for a contest.

### Objectives:

- Getting someone's attention
- Inviting someone to do something

### Cooperative Structures:

- Numbered Heads Together
- Co-op Co-op

### Grouping:

- Base groups

### Material:

- None

### Advance Preparation:

- None

### Procedure:

- Ask students if they know the elements that make up an effective contest ad.
- Type their answers into a word-processing program and project them onto a screen.
- Suggest that some possible answers are:
  - a picture that attracts the reader's attention
  - an entry form
  - the contest rules
  - a text to persuade the reader to participate.
- Tell the base group to decide what their contest is to be.
- Ask a student from each base group, using the numbered heads together structure, to give an oral account of their group's plan for their contest.
- Ask each member of the base group to contribute to the task by making up

at least one of the elements of their ad.

- Tell the students to put their individual contributions together to make up one contest ad.
- Inform them to verify all parts to make sure that they are done properly.
- Ask them to prepare their ad on the computer and to print it.
- Tell the group to share their ad with the entire class.

A great tool for ads:

- <https://www.canva.com/>

## 6. CRITERIA FOR EVALUATION THE FINAL PRODUCT

### Content:

- control of material
- consideration of the audience
- clarity of presentation
- interest
- originality
- effort and commitment to the task

### Organization:

- organization of the product
- coherence
- fluency
- clarity
- logical sequencing
- effort and commitment to the task

### Language Usage

- sentence construction
- grammar
- agreement
- vocabulary
- effort and commitment to the task

It is recommended that teachers use the three rubrics at the end of this document in order to evaluate according to the Programme de formation de l'école québécoise. The use of knowledge is left out of these rubrics on purpose since the author strongly believes that in the English as a Second Language program knowledge is mobilized through the competencies. THESE RUBRICS ARE CREATED FOR THE END OF THE SECONDARY FIRST CYCLE CORE PROGRAM. PLEASE MAKE ANY ADJUSTMENTS ACCORDING TO YOUR STUDENTS' GRADE LEVEL AND PROGRAM.



## 6.01 ÉVALUATION GRID

### THE FINAL PRODUCT

#### SCORE

High - Superior (87 to 100)

#### CHARACTERISTICS

- focus or strong visual appeal
- details are so well organized they produce clarity and a strong effect
- the presentation of the project shows originality
- respects the audience

Medium - Average (73 to 86)

- some visual interest
- details are organized in a pattern
- some hint of originality
- some respect for the audience

Low - Pass (60 to 72)

- little visual interest
- few details and little organization
- little originality evident
- little respect for the audience

It is recommended that teachers use the three rubrics at the end of this document in order to evaluate according to the Programme de formation de l'école québécoise. The use of knowledge is left out of these rubrics on purpose since the author strongly believes that in the English as a Second Language program knowledge is mobilized through the competencies. THESE RUBRICS ARE CREATED FOR THE END OF THE SECONDARY FIRST CYCLE CORE PROGRAM. PLEASE MAKE ANY ADJUSTMENTS ACCORDING TO YOUR STUDENTS' GRADE LEVEL AND PROGRAM.

# GENERIC SECONDARY CYCLE 1 ENRICHED ENGLISH AS A SECOND LANGUAGE (EESL) RUBRICS

## C1 INTERACTS ORALLY IN ENGLISH

+ = Student excels at this given level.

CRITERIA	A Exceeds requirements of task(s)	B Clearly meets requirements of task(s)	C Meets minimal requirements of task(s)	D Falls short of minimal requirements of task(s)	E Clearly falls short of minimal requirements of task(s)
Participation in oral interaction	<p><b>Always</b> speaks English in both spontaneous and structured situations.</p> <p>Shares ideas and opinions <b>spontaneously</b>.</p> <p><b>Makes a concerted effort</b> to keep discussion going.</p> <p>Understands classroom discussion <b>without difficulty</b>.</p>	<p><b>Often</b> speaks English in spontaneous situations and <b>always</b> speaks English in structured situations.</p> <p>Shares ideas and opinions <b>in turn</b>.</p> <p><b>Helps</b> keep discussion going.</p> <p>Understands <b>most spoken language</b>, including classroom discussion.</p>	<p><b>Sometimes</b> speaks English in spontaneous situations and <b>often</b> speaks English in structured situations.</p> <p>Shares ideas and opinions <b>with prompting</b>.</p> <p>Participates in discussion <b>once it's started</b>.</p> <p>Understands <b>classroom discussions with repetition, rephrasing, and clarification</b>.</p>	<p><b>Rarely</b> speaks English in spontaneous situations and <b>sometimes</b> speaks English in structured situations.</p> <p><b>Rarely</b> shares ideas and opinions</p> <p><b>Rarely participates</b> in discussion.</p> <p>Understands <b>simple sentences in sustained conversation; requires repetition</b>.</p>	<p><b>Never</b> speaks English in spontaneous situations and <b>very rarely</b> speaks English in structured situations.</p> <p><b>Never</b> shares ideas and opinions.</p> <p><b>Does not contribute</b> to discussion or <b>impedes</b> discussion.</p> <p>Understands <b>words and phrases, requires repetition</b>.</p>
Content of the message	<p><b>Spontaneously</b> elaborates on own ideas.</p> <p><b>Spontaneously</b> responds to others ideas.</p> <p><b>Consistently</b> checks own understanding of message.</p> <p>Content is <b>rich</b>; ideas <b>developed</b> with elaboration and detail.</p>	<p>Elaborates on own ideas <b>in turn</b>.</p> <p>Responds to others ideas <b>in turn</b>.</p> <p><b>Often</b> checks own understanding of message.</p> <p>Content is <b>appropriate</b>; ideas <b>adequately developed</b> with some elaboration and detail.</p>	<p>Elaborates on own ideas <b>with prompting</b>.</p> <p>Responds to others ideas <b>with prompting</b>.</p> <p><b>Sometimes</b> checks own understanding of message.</p> <p>Content is <b>somewhat adequate</b> and mostly appropriate; basic ideas expressed but <b>very little elaboration</b> or detail.</p>	<p><b>Rarely</b> elaborates on own ideas.</p> <p><b>Rarely</b> responds to others ideas.</p> <p><b>Rarely</b> checks own understanding of message.</p> <p>Content is <b>frequently undeveloped</b> and/or <b>somewhat repetitive</b>.</p>	<p><b>Never</b> elaborates on own ideas.</p> <p><b>Never</b> responds to others ideas.</p> <p><b>Never</b> checks own understanding of message.</p> <p>Content is <b>undeveloped</b> and <b>repetitive</b>.</p>
Articulation of the message	<p>Pronunciation is <b>clear</b>.</p> <p><b>Consistently</b> uses correct sentence structure but still make errors that are considered normal for his/her level of language development.</p> <p>Uses <b>extensive</b> vocabulary.</p> <p>Speech <b>sustained</b> throughout with few pauses or stumbling.</p>	<p>Pronunciation <b>does not interfere with communication</b>.</p> <p><b>Often</b> uses correct sentence structure but still make errors that are considered normal for his/her level of language development.</p> <p>Uses <b>varied</b> vocabulary.</p> <p>Speech <b>sustained most of the time; some hesitation</b> but <b>manages to continue and complete thoughts</b>.</p>	<p>Pronunciation <b>may occasionally interfere with communication</b>.</p> <p><b>Sometimes</b> uses correct sentence structure but still make errors that are considered normal for his/her level of language development.</p> <p>Uses <b>adequate</b> vocabulary; <b>some word usage irregularities</b>.</p> <p>Speech <b>choppy and/or slow with frequent pauses; few incomplete thoughts; some sustained speech</b>.</p>	<p>Pronunciation <b>frequently interferes with communication</b>.</p> <p><b>Rarely</b> uses correct sentence structure.</p> <p>Uses <b>functional</b> vocabulary only.</p> <p>Speech <b>halting and uneven with long pauses; many incomplete thoughts; little sustained speech</b>.</p>	<p>Pronunciation <b>unclear and despite particular attention is not understood</b>.</p> <p><b>Never</b> uses correct sentence structure.</p> <p>Uses <b>limited</b> vocabulary.</p> <p>Speech <b>halting and uneven with long pauses or incomplete thoughts; no sustained speech</b>.</p>

**IMPORTANT - Please note that since these rubrics are generic in nature for the entire Secondary Cycle One, it is up to the teacher to adjust the level of complexity of the different tasks in the learning and evaluation situations and evaluation situations to correspond to the student's expected level of competency development.**

Randy Hamlyn, Conseiller pédagogique, Services éducatifs – Jeunes, Cs des Navigateurs, April 2018 Ressources: Brunswick English as a Second Language Program <http://www.brunswick.k12.me.us/cof/esl/issuesbook/formslists/Analytic%20Oral%20Language%20Scoring%20Rubric-2.pdf> Fairfax County Public Schools [http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk\\_an.htm](http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk_an.htm)

# GENERIC SECONDARY CYCLE 1 ENRICHED ENGLISH AS A SECOND LANGUAGE (EESL) RUBRICS

## C2 REINVESTS UNDERSTANDING OF TEXTS

+ = Student excels at this given level.

CRITERIA	A Exceeds requirements of task(s)	B Clearly meets requirements of task(s)	C Meets minimal requirements of task(s)	D Falls short of minimal requirements of task(s)	E Clearly falls short of minimal requirements of task(s)
Evidence of understanding of texts through the response process	<p>Demonstrates understanding of overall meaning of text and of <b>all</b> of the key elements of texts.</p> <p><b>Always</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to <b>many aspects</b> of the text.</p> <p>Shares <b>many</b> appropriate thoughts, feelings and opinions about texts.</p> <p><b>Perseveres</b> in trying to understand texts.</p>	<p>Demonstrates understanding of overall meaning of text and of <b>most</b> of the key elements of texts.</p> <p><b>Often</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to <b>some aspects</b> of the text.</p> <p>Shares <b>some</b> appropriate thoughts, feelings and opinions about texts.</p> <p><b>Makes a lot of effort</b> in trying to understand texts.</p>	<p>Demonstrates <b>some</b> understanding of overall meaning of text and of <b>some</b> of the key elements of texts.</p> <p><b>Sometimes</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes personal links to <b>one or two aspects</b> of the text.</p> <p>Shares <b>few</b> appropriate thoughts, feelings and opinions about texts.</p> <p><b>Makes some effort</b> in trying to understand texts.</p>	<p>Demonstrates <b>limited</b> understanding of overall meaning of text and of <b>few</b> of the key elements of texts.</p> <p><b>Rarely</b> supports answers / arguments / opinions with direct links to texts.</p> <p>Makes <b>inappropriate</b> personal links to the text.</p> <p>Shares <b>inappropriate</b> thoughts, feelings and opinions about texts.</p> <p><b>Makes limited effort</b> in trying to understand texts.</p>	<p>Demonstrates <b>no evidence of</b> understanding of overall meaning of text and of <b>very few if any</b> of the key elements of texts.</p> <p><b>Never</b> supports answers / arguments / opinions with direct links to texts.</p> <p><b>Doesn't</b> make any links to any of the text.</p> <p><b>Doesn't</b> share thoughts, feelings and opinions about texts.</p> <p><b>Makes no effort</b> in trying to understand texts.</p>
Use of knowledge from texts appropriate to the task	<p><b>Frequently</b> reuses language from texts.</p> <p>Reuses <b>all of the necessary</b> ideas from texts.</p> <p><b>Always</b> selects the appropriate information from texts.</p> <p>Respects <b>all of</b> the requirements of the task.</p>	<p><b>Often</b> reuses language from texts.</p> <p>Reuses <b>many of the necessary</b> ideas from texts.</p> <p><b>Often</b> selects the appropriate information from texts.</p> <p>Respects <b>many of</b> the requirements of the task</p>	<p><b>Sometimes</b> reuses language from texts.</p> <p>Reuses <b>some of the necessary</b> ideas from texts.</p> <p><b>Sometimes</b> selects the appropriate information from texts.</p> <p>Respects <b>some of</b> the requirements of the task</p>	<p><b>Rarely</b> reuses language from texts.</p> <p>Reuses <b>few</b> ideas from texts. Ideas are <b>not necessarily relevant</b>.</p> <p><b>Rarely</b> selects the appropriate information from texts.</p> <p>Respects <b>few of</b> the requirements of the task</p>	<p><b>Never</b> reuses language from texts.</p> <p><b>Doesn't reuse any</b> ideas from the text.</p> <p>Selects <b>inappropriate</b> information from texts.</p> <p>Respects <b>almost none of</b> the requirements of the task</p>

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Randy Hamlyn, Conseiller pédagogique, Services éducatifs – Jeunes, Cs des Navigateurs, April 2018

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Fairfax County Public Schools [http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk\\_an.htm](http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk_an.htm)

# GENERIC SECONDARY CYCLE 1 ENRICHED ENGLISH AS A SECOND LANGUAGE (EESL) RUBRICS

## C3 WRITES AND PRODUCES TEXTS

+ = Student excels at this given level.

CRITERIA	A Exceeds requirements of task(s)	B Clearly meets requirements of task(s)	C Meets minimal requirements of task(s)	D Falls short of minimal requirements of task(s)	E Clearly falls short of minimal requirements of task(s)
Content of the message	Writes or produces texts that correspond to <b>all</b> of the requirements of the task or text type.  <b>Always</b> takes the audience into consideration.  Content is <b>rich</b> ; ideas <b>developed with elaboration and detail</b> .	Writes or produces texts that correspond to <b>most</b> of the requirements of the task.  <b>Often</b> takes the audience into consideration.  Content is <b>appropriate</b> ; ideas <b>adequately developed</b> with some elaboration and detail.	Writes or produces texts that correspond to <b>some</b> of the requirements of the task.  <b>Sometimes</b> takes the audience into consideration.  Content is <b>somewhat adequate</b> and mostly appropriate; basic ideas expressed but <b>very little elaboration</b> or detail.	Writes or produces texts that correspond to <b>few</b> of the requirements of the task.  <b>Rarely</b> takes the audience into consideration.  Content is <b>frequently undeveloped</b> and/or <b>somewhat repetitive</b> .	Writes or produces texts that correspond to <b>very few or none</b> of the requirements of the task.  <b>Almost never or never</b> takes the audience into consideration.  Content is <b>undeveloped</b> and <b>repetitive</b> .
Formulation of the text	<b>Consistently</b> uses correct sentence structure but still make errors that are considered normal for their level of language development.  Uses <b>extensive</b> vocabulary.  <b>Efficiently</b> follows <b>all</b> of the steps of the writing and production processes when required.  <b>Consistently</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).	<b>Often</b> uses correct sentence structure but still make errors that are considered normal for their level of language.  Uses <b>varied</b> vocabulary.  <b>Efficiently</b> follows <b>most</b> of the steps of the writing and production processes when required.  <b>Often</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).	Sentence structure is <b>sometimes unclear and sometimes needs particular attention in order to be understood</b> .  Uses <b>adequate</b> vocabulary; <b>some word usage irregularities</b> .  <b>Fairly efficiently</b> follows <b>some</b> of the steps of the writing and production processes when required.  <b>Sometimes</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).	Sentence structure is <b>consistently unclear and despite particular attention message is rarely understood</b> .  Uses <b>functional</b> vocabulary only.  <b>Inefficiently</b> follows <b>few</b> of the steps of the writing and production processes when required.  <b>Rarely</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).	Sentence structure is <b>consistently unclear and despite particular attention message is not understood</b> .  Uses <b>limited</b> vocabulary.  <b>Does not</b> follow the steps of the writing and production processes when required.  <b>Almost never</b> uses language conventions correctly (word order, agreement, word form, spelling, capitalization and punctuation).

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