

# **The Paralympic Games: Making a Difference!**

## **Pedagogical Talk**



**A Learning and Evaluation Situation to Help  
with the Teaching of the Related Content**

**Secondary Cycle One ESL Core Program**

## Table of Contents

The Three Steps of the Pedagogical Act .....	3
Helping Students Become Competent L2 Readers .....	4
Explicit Teaching of the Strategy <i>Infer</i> : Three Steps.....	5
Empowering Students to Become Lifelong Learners.....	8
Evaluation as Support for Learning .....	9
Explicit Teaching of the Strategy <i>Use Semantic Mapping</i> : Three Steps .....	10
Pronunciation of the Final –ed of Verbs in the Simple Past Tense .....	12
Step-by-step Modelling of the <i>Response Process</i> .....	13
How to Make a Good Brochure .....	15

# The Three Steps of the Pedagogical Act

## Step 1: Preparing for Learning

During the *Preparing for Learning* step, the problem is presented to students to set the context. Various activities are proposed to activate prior knowledge and encourage students to express their understanding, doubts, and hypotheses, etc. Last, the general plan for the situation is presented to them or established with their help.

### Role of the teacher:

- Present the problem
- Activate prior knowledge and encourage students to express comments and questions
- Establish the working plan
- Specify the target production or productions and audience, if any

## Step 2: Carrying Out the Tasks

During this step, students carry out the proposed tasks. The resulting production may be presented to an audience (students in the class, students in other classes, parents, etc.) if applicable. This step should include periodic pauses for feedback to pool strategies, to reflect on the knowledge mobilized and competencies developed, to recognize the links between the subject or subjects and the problem, etc.

### Role of the teacher:

- Help students complete the complex task or tasks
- Propose resource acquisition, if necessary
- Plan periodic pauses for feedback

## Step 3: Integrating Learning

The *Integrating Learning* step provides an opportunity to encourage students to reflect on WHAT they have achieved, verbalize WHAT they have learned from the problem (especially with regard to the educational aims of the broad areas of learning), explain HOW the learning was acquired, describe the difficulties encountered and the methods used to deal with them, and discuss the possibilities for using the subject-specific learning they have acquired in other contexts.

### Role of the teacher:

- Conduct a synthesis of the learning acquired
- Encourage students to recognize ways to transfer the learning
- Allow students to express their degree of satisfaction

Adapted from: *Evaluation of Learning at the Secondary Level – Framework*, p. 14, *Preliminary Version*.  
[www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation\\_jeunes/Evaluation/framework\\_sec\\_prel.pdf](http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation_jeunes/Evaluation/framework_sec_prel.pdf)

# Helping Students Become Competent L2 Readers

## What is reading?

### Reading ...

- is the ongoing process of constructing meaning
- involves interaction between the reader and the text
- requires the use of strategies

## What do competent readers do?

### Competent readers...

- have a specific purpose for reading
- do not read word for word
- get a general sense of the text before focussing on specific details
- use background knowledge of topic, text structure, text type and text components
- are flexible and use a variety of strategies to make sense of what they read
- plan for the use of knowledge gained from the reading

## What is reading in the Secondary Cycle One ESL Core Program? (PFÉQ, p. 592)

### BEFORE reading

Students first begin by preparing to listen to, **read** and/or view a variety of text types. They take into account the text components (e.g. titles, subtitles, headlines, photos and captions) in an article from a magazine or an e-magazine. They use learning strategies such as anticipating the content of the text, activating prior knowledge of the topic or making predictions.

### WHILE reading

While listening to, **reading** and/or viewing, students pay attention to the overall message and/or to specific details. They accept not being able to understand all words and ideas. Students respond to the text, which means that they reflect on the text, establish a personal connection with it, and then go beyond their own reality to address the issues in the text at a broader level (PFÉQ, *Response Process*, p. 600). Guided by the teacher, they share impressions, thoughts, feelings, opinions and interpretations of the text in order to arrive at a deeper understanding.

### AFTER reading

Once the students have negotiated sufficient understanding of the text, they reinvest this understanding by carrying out meaningful tasks. They select, organize and adapt the information, all the while cooperating with their peers and using resources required by the task.

## Creating a classroom reading environment

- Provide a quiet environment (S.Q.U.I.R.T. *Sustained Quiet Uninterrupted Independent Reading Time*).
- Set enough time aside to meet all students' reading pace.
- Reinforce these conditions by reading yourself while students read.

## Explicit Teaching of the Strategy *Infer*: Three Steps

<b>Definition of the strategy <i>Infer</i></b> (PFÉQ, p. 599)	To make intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual clues, contextual cues, intonation or patterns.
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### Before modelling the strategy *infer*

- Choose a text and make a list of its text components (PFÉQ, *Text Components*, p. 603): title, illustrations, subtitles, sidebar, logos, etc.
- Identify cognates and English words your students might already know.
- Make a transparency of the text and cover the whole text with sticky notes in order to reveal the text components one at a time.
- Option: Follow the above-mentioned procedure using ICTs such as multimedia presentations or interactive whiteboards.

### Step 1: Teacher Modelling

#### A. Modelling the strategy *infer* using text components from the *Paralympic Games* text

- Place Transparency **TT12a** on the overhead projector (OHP) and read the title out loud. Ask students to *infer* (guess) the meaning of the title and what the text could be about.
- Remove Transparency **TT12a** and place Transparency **TT12b** on the OHP. Ask students the following questions: *What do you see? Does the photo add additional information to help you understand the meaning of the title? Do the title and photo help you guess (infer) what the text could be about?*
- Remove Transparency **TT12b** and place Transparency **TT12c** on the OHP. Point to the caption and explain that it is a sentence that describes an illustration or a photo. Read the caption out loud and ask the following questions: *Does the caption help you understand the photo? Do the title, photo and caption help you guess (infer) what the text could be about?*
- Remove Transparency **TT12c** and place Transparency **TT12d** on the OHP. Read the subtitles out loud and ask the following questions: *Do the subtitles give more information about the title? Do the title, photo, caption, and subtitles help you guess (infer) what the text could be about?*
- Remove Transparency **TT12d** and place Transparency **TT12e** on the OHP. Point to the sidebar and explain that it is a separate part of a text where additional information is given. Read the sidebar title out loud and have students look at the logo. Ask the following question: *Do the title, photo, caption, subtitles, sidebar and logo help you guess (infer) what the text could be about?*
- Remove Transparency **TT12e** and place Transparency **TT12f** on the OHP. Show the whole text to students. Have them recall the text components out loud: title, subtitles, photo, caption, sidebar, and logo.

- Remove Transparency **TT12f** and place Transparency **TT11b** on the OHP. Tell students that this is the second page of the *Paralympic Games* text and draw their attention to the glossary.
- Explain that a glossary is an alphabetical list of difficult or unfamiliar words with short definitions provided in English (not translations). Mention that vocabulary words and expressions from the glossary are bolded in both pages of the text.
- Point to the last item in the glossary, *Spinal cord injuries*, and ask students to locate this expression in the text. Invite a student to point out the expression on the transparency.

## **B. Modelling *infer* using cognates from the *Paralympic Games* text**

- Remove Transparency **TT11b** and place Transparency **TT12f** back on the OHP. Point to a cognate in the text (e.g. *important*) and ask the following questions: *Do you know this word? Does it sound or look like a word in French or in your mother tongue?*
- Explain to students that cognates are words that look or sound the same as words in their mother tongue.
- Read the text aloud, starting with the title and write the letter “C” above a few cognates. Then, have students label the remaining cognates as you continue reading the text together.
- Ask students the following question: *Do cognates help you guess (infer) what the text could be about?*

## **C. Modelling *infer* using English words students already know from the *Paralympic Games* text**

- Use Transparency **TT12f** and point to the word *Games* in the title and circle this word. Ask the following question: *Do you know this English word?*
- Remind students that they already know many words in English.
- Read the text aloud, starting with the title and ask students to identify the other words they already know in English. Circle or underline these words.

## **Step 2 : Guided Student Practice**

- Use Transparency **TT12f** and place on OHP.
- Ask students to go to SB, p. 8 and guide them as they label the *text components* throughout the text (i.e. title, subtitles, photo, caption, sidebar, logo and glossary words).
- Have students continue with SB, p. 9 and have them label the *text components* and cognates, and identify English words they know.
- Circulate and provide immediate feedback to students who need help as they individually carry out the task (*Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).
- Record pertinent classroom observations using the *Observation Grid for the Strategy Infer* **TT13a**.

- Wrap up by conducting a short class discussion in order to help students reflect on the use and effectiveness of the strategy (PFÉQ, *Strategies*, p. 599) *infer* and share some of your observations. For example: *What strategy did you practise today? What did you do to infer? I noticed that you were able to... I also noticed you had some problems with... Was it easy to label the text components and cognates, and identify English words you already knew? Did they help you guess what the text will be about?* (Pedagogical Talk, *Evaluation as Support for Learning: Retrospective regulation*, p. 9).
- Write the students' answers on the board.
- Add additional notes to the *Observation Grid for the Strategy Infer TT13a*, as needed.

### Step 3: Independent Student Use

- Elicit and remind students how to use the strategy *infer* with other texts and gradually decrease guidance as students become more autonomous.

# Empowering Students to Become Lifelong Learners

## What is metacognition?

Metacognition, or awareness of the process of learning, is a critical ingredient to lifelong successful learning. It consists of two basic processes that occur simultaneously:

- Monitoring your progress as you learn.
- Making changes and adapting your strategies if you perceive you are not doing so well.

Knowing how to learn and knowing which strategies work best are valuable skills that differentiate expert learners from novice learners. Metacognition helps students take control of their learning and, with guidance from the teacher, self-evaluate their own progress.

**Adapted from:** Winn, W., & Snyder, D. (1996), *Cognitive Perspectives in Psychology*. In D.H. Jonassen (Ed.), *Handbook of Research for Educational Research and Technology* (pp. 115-122). NY: Simon and Schuster Macmillan.

## The metacognitive strategy: Self-evaluate

Self-evaluation has proved to be a good way of motivating students to become aware of how they carry out a task effectively. When students evaluate themselves, they can, among other things, comment on their work method, explain the problems they encountered and reflect on the strategies they have used. The teacher must create a framework conducive to self-evaluation: he or she must provide students with the possibility of making choices and encourage them to assume responsibility and take risks. Students must be presented with many different opportunities for self-evaluation. As often as possible, students should be placed in situations that require them to give or receive information, so that the class becomes a real learning community.

**Source:** *Evaluation of Learning at the Secondary Level – Framework*, p. 15, Preliminary Version.

[www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation\\_jeunes/Evaluation/framework\\_sec\\_prel.pdf](http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation_jeunes/Evaluation/framework_sec_prel.pdf)

- **At the end of certain tasks in the LES**, students are asked to reflect on the development of their ESL competencies and the cross-curricular competency, *Cooperates with others*. The students self-evaluate their learning according to the selected evaluation criteria in order to identify their strengths and weaknesses, describe the difficulties they have, set appropriate learning goals and find ways to attain the goals. For example, students may decide they need to practice more, work with a partner, use resources more efficiently, pay attention in class, etc. These reflections and goals are recorded each time they occur in the Student Booklet (sections entitled *Reflecting on My Performance*) and are kept as traces of the development of self-regulation. Teachers can use these entries to confer with students and supplement their assessment.
- **At the end of the LES**, the teacher and students engage in a class discussion in which students verbalize what they have learned and how the learning was acquired, describe the difficulties encountered, recognize ways to transfer the learning and set personal goals for the next LES. The exchange of ideas within the classroom can help students self-regulate. The students use a global self-evaluation tool in the Student Booklet (*Final Self-evaluation*) to record their final reflection. Teachers can also use this self-evaluation tool to meet with certain students to provide feedback to help them become better at self-evaluating themselves.



## Evaluation as Support for Learning

Evaluation serves to support learning whenever the goal of evaluation is to support the student in acquiring knowledge and developing competencies. To fulfill this function, evaluation must be integrated into the teaching and learning process and used to monitor both student learning and teaching practices.

### Regulation of learning by the teacher

Teachers can carry out three types of monitoring during the learning process: **interactive**, **retrospective** and **proactive**. Regulation, whether it is interactive, retrospective or proactive, can pertain to different learning focuses such as the processes used, the final result or previously acquired knowledge. It can also cover other aspects of the learning process like student motivation or involvement. Whatever its focus, it should promote individual student progress.

- **Interactive regulation** takes place during learning activities and involves providing students with immediate feedback. This type of informal communication between teacher and student cannot be entirely planned, since it occurs in response to needs that emerge during learning activities or tasks.
- **Retrospective regulation** involves reviewing tasks that were not successfully completed during the first step in the learning process. It allows teachers to track growth in specific abilities of individual students over time and adapt pedagogical practices in order to deal with the identified problems. For a subject specialist such as ESL, feedback is often verbal and intended for the entire class or a small group of students. Personalized feedback may also be given to students with specific difficulties.
- **Proactive regulation** is based on observations made during previous learning activities, and allows future learning situations to be modified. This type of intervention can be used in two ways. First, when students are experiencing difficulties, the teacher can adapt learning situations to suit students' needs. Second, when students are progressing rapidly, the teacher can devise learning situations that will enable them to consolidate their competencies in other contexts.

To summarize, although there are three types of regulation during the learning process, **interactive regulation** is nevertheless the most important one, because students receive immediate feedback. The teacher can therefore respond to students' questions and reactions by providing appropriate information.

**Source:** *Evaluation of Learning at the Secondary Level – Framework*, p. 15, Preliminary Version.

[www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation\\_jeunes/Evaluation/framework\\_sec\\_prel.pdf](http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation_jeunes/Evaluation/framework_sec_prel.pdf)

**For additional reading on feedback:** <http://www.flinders.edu.au/teaching/teaching-strategies/assessment/feedback/>

## Explicit Teaching of the Strategy *Use Semantic Mapping*: Three Steps

<b>Definition of the Strategy Use semantic mapping</b> (PFÉQ, p. 599)	To group ideas into meaningful clusters.
<b>Purposes</b>	<ul style="list-style-type: none"> <li>To improve comprehension and retention of vocabulary words, expressions, ideas and concepts.</li> <li>To make associations between the new word and words already in the learner's memory.</li> </ul>

### Before modelling the strategy *use semantic mapping*

- Choose a text and make a list of its vocabulary words or expressions needed to complete the tasks of the learning and evaluation situation.
- Make a transparency of a blank semantic map and write the central concept in the center.
- Option: Follow the above-mentioned procedure using visual mapping software.

### Step 1: Teacher Modelling

#### Modelling the strategy *use semantic mapping* with the central concept *athletic competition*

- SB, p. 12.
- Draw students' attention to the central concept *athletic competition* and the five associate concepts: *athletes*, *sports*, *spectators*, *training* and *winning*.
- Elicit from students the meaning of the associate concepts, making sure they understand each one.
- Have students go to the word bank and go over each word, briefly explaining the meaning of words that are unknown to students.
- Place Transparency **TT19** on the overhead projector (OHP) and have students focus on the central concept *athletic competition*.
- Tell students that they are going to organize the vocabulary words provided in the word bank into five meaningful categories: *athletes*, *sports*, *spectators*, *training* and *winning*.
- Write the five categories in the ovals using block letters to enhance photographic memory and ensure legibility.
- Highlight each arrow using five different colours to develop memory and creativity.
- Point to the associate concept *sports* and read aloud the words from the word bank in SB, p. 12.
- Pause on the word *equipment* and say, "To practise sports, I need equipment."
- Draw another oval under the *sports* oval and link them with an arrow of the same colour. Write the word *equipment* in the new oval.

- Continue reading more words aloud from the word bank and pause on the word *ball* and say, “A *ball* is a piece of equipment.”
- Draw another oval under the *equipment* oval and link them with an arrow of the same colour. Write the word *ball* in the new oval.
- Tell students that they can also draw a picture near a word to remember it better and that it must be drawn as clearly as possible.
- Draw a basketball under the word *ball*.
- Tell students that they can create more than one association for each category.
- Inform them that a semantic map is always organized in a personal way and that there is no right or wrong answer. It depends on how people associate the words in their minds.

## Step 2 : Guided Student Practice

- Leave Transparency **TT19** on the OHP.
- SB, p. 12.
- Have students take out different coloured highlighters and pens to create their personal semantic maps using the word bank.
- Circulate and provide immediate feedback to students who need help as they individually create their semantic map (*Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).
- Record general classroom observations using the *Observation Grid for the Strategy Use Semantic Mapping TT13b*.
- Conduct a short class discussion on using the strategy *use semantic mapping* and share some of your observations with the whole group. For example: *I noticed that you were able to... I also noticed you had some problems with... Was it easy to associate the words with each concept? Did making associations help you remember the meaning of the words? What did you learn about semantic maps?* (*Pedagogical Talk, Evaluation as Support for Learning: Retrospective regulation*, p. 9 of this document).
- Add additional notes to the *Observation Grid for the Strategy Use Semantic Mapping TT13b*, as needed.

## Step 3: Independent Student Use

- Elicit and remind students how to use the strategy *use semantic mapping* with other themes and gradually decrease guidance as students become more autonomous.

# Pronunciation of the Final *-ed* of Verbs in the Simple Past Tense

## Three ways to pronounce the final *-ed* in simple past tense verbs

Base Verb Form	Simple Past	<i>-ed</i> Pronunciation
walk	walk <b>ed</b>	/t/
dream	dream <b>ed</b>	/d/
want	want <b>ed</b>	/id/

## Modelling Procedure

1. The *-ed* is pronounced **/t/** when the verb ends with the following voiceless sounds:  
– p – k – s – ch – sh – f – x – h
  - Pronounce the following verbs aloud and have students listen to the ending in order to hear the **/t/** sound. Examples: *help**ed***, *lik**ed***, *kiss**ed***, *reduc**ed***, *watch**ed***, *wash**ed***, *laugh**ed***, *fix**ed***
2. The *-ed* is pronounced **/d/** when the verb ends with the following voiced sounds:  
– l – v – n – m – r – b – g – w – y – z, and the vowel sounds: - ay - oy
  - Pronounce the following verbs aloud and have students listen to the ending in order to hear the **/d/** sound. Examples: *call**ed***, *save**d***, *open**ed***, *welcom**ed***, *repair**ed***, *begg**ed***, *show**ed***, *stud**ied***, *realiz**ed***, *play**ed***, *enjoy**ed***
3. The *-ed* is pronounced **/id/** when the verb ends with the following sounds: - t - d
  - Pronounce the following verbs aloud and have students listen to the ending in order to hear the **/id/** sound. Examples: *want**ed***, *end**ed***, *lift**ed***, *explod**ed***, *decid**ed***, *accept**ed***

# Step-by-step Modelling of the *Response Process*

## The Three Phases of the *Response Process*

### Phase 1: Exploring the Text

#### EXPLORING THE TEXT INDIVIDUALLY

##### Preparing to Read

- **I identify** my reading purpose: *I want to know more about a person, a topic, etc.*
- **I recall** what I know about the person, topic, text type, etc.
- **I make predictions** about the text: *What do I think this text is about?*
- **I infer** by identifying text components, cognates and English words I already know.
- **I read** the guiding questions and provided prompts.

##### Reading

- **I read** the text once.
- **I confirm** or **reject my predictions**: *Yes/No, I was right/ wrong, the text is about...*
- **I use different symbols** to identify:
  - parts of the text I find interesting, for example **!**
  - parts of the text I don't understand, for example **?**
- **I use resources**, when needed (e.g. dictionary, glossary, etc.).

##### Demonstrating Initial Understanding

- **I read** the guiding questions and provided prompts.
- **I write** down my first reactions to the text.
- **I answer** the questions with short answers.
- **I link** my answers to the text (e.g. *putting the question number next to the corresponding sentences*).
- **I reread** parts of the text I am not sure about.
- **I answer** the questions I was unable to answer initially.

#### EXPLORING THE TEXT WITH OTHERS

- **I share** some of my answers using the provided prompts.
- **I listen** to my classmates' answers.
- **I adjust my understanding** from the discussions with my classmates by adding new information or changing my answers (e.g. *using a different coloured pen*).

## Phase 2: Connecting with the Text

### CONNECTING WITH THE TEXT INDIVIDUALLY

- **I read** the guiding questions and provided prompts.
- **I answer** the questions with short answers.

### CONNECTING WITH THE TEXT WITH OTHERS

- **I share** some of my personal connections using the provided prompts.
- **I listen** to my classmates' personal connections.
- **I adjust my understanding** from the discussions with my classmates by adding new information or changing my answers (e.g. *using a different coloured pen*).

## Phase 3: Generalizing beyond the Text

### GENERALIZING BEYOND THE TEXT

- **I read and complete** the provided prompts individually.
- **I share** some of my generalizations with my classmates.
- **I adjust my understanding** from the discussions with my classmates by adding new information or changing my answers (e.g. *using a different coloured pen*).

For more information, refer to the *Response Process Handbook* available at [www.eslinsight.qc.ca](http://www.eslinsight.qc.ca).

# How to Make a Good Brochure

The **purpose** of a brochure is to inform and convince people about an idea or a product.



## A. Titles and subtitles

- For the cover page (first panel), use a catchy title with a large font to get the reader to see what is inside.
- For the other panels, use engaging subtitles that motivate the reader to continue reading.

## B. About pictures

- Select clear pictures.
- Use a single, large picture on the cover.
- Select pictures that tell a story and express your message.
- Add captions to pictures, when needed.

## C. Readability (clarity and appeal)

Use:

- short sentences in bullet-form
- a well-spaced layout
- a constant font type

## D. Message emphasis

- Use a slogan or motto representing the main message.
- Motivate readers to take action: write, call, inform others, email, etc.

## Editing and Revising

- Proofread your draft copy.
- Step back and look at it critically: *Does the brochure achieve its purpose?*
- Make any necessary adjustments before printing a final copy.

Adapted from: How to Make a Super Brochure by Tom Egelhoff

Source: <http://www.smalltownmarketing.com/brochure.html>