University of Québec at Trois-Rivières

Term Paper

LES pedagogical value

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**Introduction**

A learning and evaluation situation is a structured course made by the teacher, or by the Ministry of Education to regulate learning. With this careful class planning, the teacher guides the students towards a successful learning experience. A learning and evaluation situation must always contain a trigger activity which consists of introducing vocabulary, usefull expressions or information on the topic, then of course the activity itself. When the two first activities are finished, a post-activity must follow. This is especially important, because this activity is used to make the students reflect on their new acquired knowledge. In this written work there will be a detailed learning and evaluation situation plan, and a clear explanation for my choices towards secondary cycle 1, second language learning activities as well as links made with the Response Process.

The groupe theme of this LES was Games. Together, we chose this theme because we thought this was a subject that secondary students could most relate to. Seeing as we live in a modern society filled with technology, we thought that taking this theme and making it about video games would capture their attention. Although we have activities who’s topic is video games, we included a word game that the students could play in class as the focus on form activity.

Page 1

**Steps Of LES**

**Reading Activity**

Lydia Descoteaux

**Trigger activity**

For the trigger activity, Lydia chose to write the name of five games on the board, and ask the students to predict the discription. Like what materials are needed to play those games, the rules, as well as the concept of the games.

**Activity**

She chose to make five teams, and give each team a paragraph discribing a game. Each team has a different game discription, and must keep it secret from the other teams. The activity is reading the paragraph, and with that completing the questionnaire handout. The handout consisted of questions like; what materials are needed, and so on.

**Post-activity**

For the post-activity after completing the handout, one student from each team has to come up to the front and write the team`s answers on the board, and get the other teams to guess the name of the game related to its description.

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**Steps Of LES**

**Listening Activity**

Élodie Félix

**Trigger activity**

For the trigger activity Élodie decided to ask the students which video games they like and write them on the board. She would categorize them as the negative ones and positive ons after asking the students which ones they thought are positive for the gamer and which ones are negative.

**Activity**

This being a listening activity, we chose to present a video we found on YouTube about the positive and negative affects of video games. Élodie would pass out sheets with questions refering to the video. She would go over the questions to make sure they are understood by the students. She planned to show the video three times, the first time the students are asked to do nothing but listen then for the second and third time they would be used to answer the questions and write the important information of the video that is guided for the students on the handout.

**Post-activity**

Once all the students are done writing the information they heard in the video, Élodie would ask the students to pair up in teams of three or four and share their information together.

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**Steps Of LES**

**Speaking Activity**

Kym Raymond

**Abstract**

After we had chosen which team member was doing which activity, I thought of making the students sing. I would have brought a karaoke machine, and posted the lyrics on the computer. After thinking about it and talking with my teammates, I decided that it wasn’t the best idea for secondary students` speaking activity. So I leaned towards a debate. This being my all-time speciality, I had no problem planning this activity. Though this activity would mean more effort and time, I decided to keep this idea and follow through. I guess the only problem I faced was that this activity would normally take three courses, including the listening activity that is presented by Élodie. For my presentation, I could never ask my fellow classmates to create a poster, and debate their position in ten minutes. So, I created the posters and did the research for the arguments to be debated in class. Before I give the steps of the debate lesson plan, I will give you the research lesson plan. It would be the second course that the students would have to do before debating.

**Speaking activity(research)**

**Trigger activity**

Before doing the real trigger activity, I would ask the students to take out their handouts; “What is a debate?” that was given as homework the previous class. The handout would be read aloud and explained in detail of what is expected from them for the preparation, as well as what is expected during the debate. This gives the students opportunity to ask any questions they might have had when reading the handout at home.

For the real trigger activity I would write on the board (positive) and (negative), and ask the students to give me the statements mentionned in the video that was watched the previous class. After all the answers would be written on the board, I would tell them that

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for the debate they would need to create a poster . I would then explain the content that is needed on them. I would ask the students to then name reseach sites that are appropiate for this subject.For example ([www.google.com](http://www.google.com)),as well as others. I would be clear on the fact that the only research site I will not accept would be( [www.wikipedia.com](http://www.wikipedia.com)). This could also give me the opportunity as a teacher, to explain why this site is not credible. I would then ask them to gather their working material. Like pen, paper, pencil, markers, ect. Then to line up to go to the computer lab, and do some research with their teammates.

**Activity**

The students would sit down with their teammates, and do some research on the school’s computers that refer to the statements they have listened to in the video.

**Post-activity**

Before the students leave the computer lab, they will be asked to give their opinion on rather the research period was helpfull or not. Then asked to name the research sites they visited, in order to obtain valid information. Afterwards, I would give them a handout to guide them during the debate. The handout contains a chronological grid, with the following information;

1. Team’s position
2. Statements
3. Argument
4. Counter-arguement
5. Closing statement

After the handout is explained, the students may return to class.

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**Steps Of LES**

**Speaking Activity (Debate)**

Kym Raymond

**Trigger activity**

The teacher reviews the debate handouts to make sure the students have all the nessessary knowledge to easily deliberate an argument, as well as the skills to counter-argue. The teacher then writes the rules to be followed during the debate, on the board.

**Activity**

The activity being a debate, the students are ask to share their statements on either the pro, or con of playing video games. Then each team is asked to argue against the other to pursuade the teacher, and their fellow students.

**Post-activity**

After all the teams have debated, the teacher will ask the students to sit down at their desks, and talk about their ideas concerning the arguments and counter-arguments of their classmates.

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**Steps Of LES**

**Focus on Form**

Charlène Paillé

**Trigger activity**

For the trigger activity, Charlène decided to ask students if they liked board games. If they play board games with family or with friends, to get them stimulated about the activity. Then she would ask if they know word games, like scrabble and boggle. After the students gave their answers, Charlène would tell them they would be playing Boggle, but with different rules than the original ones. She would then explain both, and then model how to play. After the students understand the rules, she would then pass out a word categorising grid explaining the category of words. The categories would each have examples on the board, and how they should integrate the grid in the game.

**Activity**

The students are paired up in teams of four, and each team half will play against the other in the hopes of playing the game according to the rules given by Charlène.

**Post-activity**

For the post-activity the students are asked to give some words that they found with their partner, and put the words in the right category.

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**LES Pedagogical Value**

*The goal of this term paper is to discuss the pedagogical value of my LES, and make links of my choices with published sources and the Response Process.*

**Games,kick-off in English, cycle 1. A**

**Reading activity:**

A reading activity must always contain a pre-reading stage, according to (-Carrell, P.,& Eisterhold, J. 1987) for the reason that students need background information. They need to have the content( or the semantic content) previewed, as well as the vocabulary knowledge they will be asked to read. The reading material must be adapted to the student’s level of comprehension, to minimize reading difficulties. The way to minimize reading difficulties according to (-Carrell, P.,& Eisterhold, J. 1987) is by controling the vocabulary, structure, and content. This method narrows down the reading to a single topic and author, by narrowing down the input; students then have a greater chance to relate to the targeted topic, according to (-MELS (2004). By making personal links to their own impressions, opinions, interests and reflections they use their conceptual abilities, and in doing so; produces comprehension. The pre- reading activity of this learning and evaluation situation, withholds the methods and strategies mentionned above. The reading activity was based on the top-down method of reading, used by the students. Knowing that cycle one students often rely on prior knowledge, the activity was planned for students to use their long term input of the topic, and genre. The text used in this activity not only encourages productive reading techniques like top-down and bottom-up, as mentionned by(-Stott, N. (2001) but gives the chance for students to interact and construct meaning by looking at the text as a team, by disscussing the choice of answers to write down together.The post-activity was planned to make the students reflect on the subject, by writing down their answers on the board. By making them guess which team had which game, the students must use the knowledge from their mother tongue, and transfer that information in English.

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**Listening activity:**

A listening activity is crucial in learning a second language, because students need to hear the natural language phonology to be able to acquire it. The activity must also be purposeful; students need to see a reason of learning the content presented. Before listening, (-Underwood, M (1989) strongly suggests the teacher supply the students with topic information; the setting, cultural framework ,and the teacher’s support, helps to narrow down the student’s expectations. Choosing the type of pre-listening activity,varies on many factors.The factors that affect choosing the type of pre-listening activity for the video was focused on the interest of the class, as well as the nature and content of the topic which was video games. The activity was to activate the student’s prior knowledge, by asking them if they knew some of the games shown in the first handout. The trigger activity for the listening of the video,( which in this case is called the pre-listening activity) was predicting/speculating. This is especially important before the listening activity, because it does not only capture the students attention ,but according to (-Underwood, M. (1989) this method is related to the cognitive process in listening comprehension. This method develops their construction of meaning by refering to their mother tongue, and translating their prior acquired knowledge on the subject.

The pre-listening work was in the form of a question/answer session after showing the picture, as well as a topic disscussion. This being related to pre-listening,looking, and talking ,they are placed in the category of an effective reminding strategy. Other strategies concerning the pre-listening activity include: the visual support (which was mentionned), the vocabulary, and in this case the questions refering to the video,in the second handout is explained by the teacher.

There is also the need for clear instructions, (which is once again suggested by (-Underwood, M. (1989), who says it’s essential at the pre-listening stage. Especially when using self-access material, which in this case it is. The instructions were broken down in smaller steps.

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For the while-listening activity, the questions were viewed first with the students. This gave them clear expectations, of what was important to listen to in the video. Then the teacher’s reasons for reviewing the video more than once was clear for the students, and had a defined purpose.

For the listening itself, the teacher (Élodie) chose to use a short sequence approach. Not in a sense where she would cut a six minute video into three parts, but she decided to go with a short video, to not burden the students with a language overload. As suggested by (-King, J (2002). This way, the students would feel confident and take notes, as opposed to being discouraged with the amount of English. Once the students finished gathering their individual understanding of the video, they would team up and share with each other. The (-MELS (2004) mentions this method as “Responding with others” ,which is important because it clarifies and extends the students` initial interpretations, exchange ideas and the opportunity to hear different points of views. This method is also mentionned by the (ESL and EFL competencies (-Response Process) as the new way to interpreting texts. They have their personal understanding, then they explore with others. This way, they could learn new words, new structures and as a result of less support from the teacher, students benefit of a deeper enriched experience.

**Speaking Activity**

After the accorded research period comes the debate activity. A speaking activity is always important to be integrated in class. The Response Process was used as a method in this activity as the students; establish a personal connection with the texts (in this case topic). They need to make links with their own impressions, opinions, feelings and concern. In this activity they, not only construct their world-view because of the new “Values” acquired but they construct their own identity; by becoming knowledgeable that their ideas matter and that they are important as human beings. This activity also introduces them to empowerment as their answers during the debate are validated. The students also learn to generalize beyond the text (in this case topic) as they do research on the topic to get information not given in class. Then they had to conduct a production process as mentioned by (Response Process) they had the pre-production stage which was the gathering information, the production which was the poster and finally, the post-production which was the debate. Page 10

 I would now like to refer to (Stone, J. (1994) which emphasises on the theory of socio-constructivism while talking about cooperative learning. This theory is the reason that the speaking activity was cooperative, as well as a being a debate. Although, this theory is related to elementary strategies, the importance of socio-constructivism must be taken in consideration in all levels of learning. As the (Principles of Cooperative learning) mentions, the speaking activity included the (Positive Interdependence) as the groups’ goal were common, and they used their (Social Skills) as they decided as a team, the tasks to be accomplished for the benefit of the group.

**Focus on Form**

A Focus on Form activity is important to include in class and due to the fact that it consists of grammar content, the activity was chosen as a game to keep the children’s attention. The game chosen; Boggle, was a great way to introduce parts of speech. The word game focused on teaching one thing at a time, as suggested by (Williams, J. (1995). The students were first introduced by step-by-step instructions and a modeling of the game. This game was adapted for secondary one students and the way it was adapted was by changing the rules of the game to facilitate word finding. Not only was the rules changed but adapted for a classroom situation where students categorize the words in their parts of speech, giving the students a fun and learning situation.

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**Metacognitive Strategies**

**Reading and listening Activities**

**Abstract**

Before giving the strategies to be used by the students, let us first take a look at metacognition which is the act of reflecting on thinking. In other words, students are encouraged to strategize their learning experience by self-evaluating their performance. These strategies may be taught in all levels, the methods may vary from one course to another; depending on the difficulty of the task at hand.
Read more at Suite101: [Metacognitive Strategies for K-12 Students: Teaching Students to be Strategic in Thinking Will Improve Learning](http://www.suite101.com/content/metacognitive-strategies-for-k12-students-a135144#ixzz1JvU5Tisl) <http://www.suite101.com/content/metacognitive-strategies-for-k12-students-a135144#ixzz1JvU5Tisl>

The Metacognitive strategies used in all four the activities are mentioned below. The references are in the LES Pedagogical Value starting on page 8.

**Strategies use**

***Planning/predicting stage,*** (Planning and Directed attention)

***First verification stage,*** (Monitoring) and (Monitoring, planning, and selective attention)

***Second verification stage,*** (Monitoring and problem solving) as well as (Monitoring and Evaluation)

***Final verification stage***, (Selective attention and Monitoring)

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