

Preuve et attestation de développement professionnel

COLLOQUE | Competency 1: Let's talk about it !



Description:

Join us for the annual conference for English as a second language teachers, dedicated to developing Competency 1: To interact orally in English. C1: Let's talk about it is a training day crafted to empower English teachers to reinforce, practice and effectively teach oral interaction skills in their classrooms. How can we engage students in meaningful oral interactions? How can we teach students effective strategies to participate in exchanges and build a coherent message? What activities can make their learning more authentic and significant? Participate in discussions on planning, differentiation and evaluation in a collaborative workshop setting. Throughout the day, we will have the opportunity to share your best practices and gain inspiration from fellow ESL teachers. Our workshops cater to various levels, including elementary cycles 2 and 3, as well as high school cycles 1 and 2. By the end of the day, participants will walk away with: A clear understanding of the C1 competency; Stimulating activity ideas to develop the C1 competency with students; Insights into engaging and motivating students in the ESL classroom. Don't miss this opportunity to enrich your classroom practices and to connect with ESL teachers from different schools.

:

Badge attribué à : Flavie Journeault
<https://www.cadre21.org/membres/flavie-journeault-valmarie-net>

Date d'obtention : 2025-02-13 14:48:25

COLLOQUE | Competency 1: Let's talk about it

!

Integrate three pedagogical practices related to C1 as soon as I come back to school. Identify your actions and explain your choices.

During the workshops, I realize that students do not deepen their conversations when they are on a task or answering questions orally. I found the idea of the block towers really interesting, especially for my elementary students. I find that it illustrates to students how deep they go in a conversation and how much some of them monopolize a subject. Just like the blocks, the speaking tokens idea was interesting, because some of my students seem to make no efforts to contribute to a conversation. By forcing them to speak, evaluating will be easier.

I also like the idea of boardgames in the classroom to diversify speaking situations. In elementary, students like to play Go Fish with the functional language seen for s project. By adding different types of boardgames, students may have the chance to use this functional language in different situations and improve their vocabulary. For some stronger students who finish tasks early it might also be a good idea to keep them engaged.

Experiment two new concepts learned in the workshops in the next school year. Identify the new concepts (one for each workshop) and name the changes required to make these changes.

I liked the idea of recording students with microphones or an iPad when it is time to evaluate C1. It can become overwhelming for students and for me when everybody is talking at the same time in the classroom. Some students compare themselves a lot to others and it can influence how much they are willing to speak around other people they are not comfortable. By having them record themselves, students can communicate freely and more spontaneously without me being beside them listening. Have the teacher actively listening to them during an evaluation may be a stress factor for some. It can also give the teacher more time to evaluate because you can listen to the whole conversation and not just a snippet or it.

Like it mentioned, I would like to integrate more boardgames, but also more time for speaking activities without the, being evaluated. In my school, we have what we call "option" with is a two hour add-on of English per week with no evaluations. The students who are in this class have more opportunities to speak English and in smaller groups, which is less intimidating. Those students are stronger in regular class because they receive more input than others. By adding more period of only speaking activities or short activities at the end of class, will give the other students to speak more and have more spontaneous conversations with others other than the evaluations. It will build their communication skills, their confidence, their fluency and accuracy.

Develop a better understanding of one element that was discussed during the day. Name the element.

I do understand better how and when to give feedback. I feel like in elementary school, evaluation grids are more for parents to see where their child needs improvement and where they excel. Students themselves do not really understand the grids or do not care for them. I had an idea that goes with my other answers. By adding more time for spontaneous speaking activities like boardgames or mini activities like "find someone who" or this type of games, it will give me the opportunity to give feedback to my students more regularly than only after a speaking evaluation. Students will hear more often where and what they need to improve. It is sometimes to find the time to sit down with each student and give them personal feedback. By adding those small periods on a weekly basis, I would be able to focus on a few students at a time, and give them feedback more often. Students will be also put in situations to practice the functional language seen in class in different situations and games where they will feel like they are having fun and not necessarily sitting down at their desk and learning.