

## **TESL Methods 2 - Lesson Plan Template**

### **Name of the students in the group:**

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### **Context and Student Population**

- 1. Students' age:** 14-15 years old
- 2. Students' CEFR level(s):** B2+
- 3. Type of ESL program:** PEI ESL
- 4. Grade:** Secondary 3
- 5. QEP Subject Area Competencies:**

#### **C1 - Interacts orally in English**

- Seeks to use an accurate language repertoire to suit the context
- Reflects on language repertoire, strategies, and resources
- Listens actively to speaker
- Elaborates on ideas and personal viewpoints
- Takes subtleties of the language into account

#### **C2 - Writes and produces texts**

- Expands language repertoire
- Uses strategies and resources
- Takes into account the cultural significance of texts
- Listens to, reads and views a variety of authentic popular, literary and information-based texts
- Makes clear links between the reinvestment task and texts

### **6. Cross-curricular Competencies:**

#### **CCC1 - Uses Information**

- Systematizes the information-gathering process
- Gathers information
- Puts information to use

#### **CCC6 - Uses information and communication technologies**

- Masters the technologies
- Uses the technologies in his/her learning

CCC9 - Communicates appropriately

- Uses the appropriate mode of communication
- Manages his/her communication process

**7. Location of the program (neighborhood, city, province, country):**

A high school in Montreal. Most of the students are from various backgrounds and speak two or more languages. This high school is located in an immigrant area of Montreal (NDG) with a significant anglophone presence.

**8. Approximate number of students per class: 26**

**9. Information about your students' identities, background, family, socio-economic status, etc.:**

Our students are from various cultural backgrounds, from countries all over the world (Asian countries (India, China, Philippines, Iran...), African countries (Morocco, Egypt, Algeria...), European countries (France, Germany, Spain...)). Most students are from the middle socio-economic neighborhoods of NDG, in Montreal. Most of the students use English on a daily basis due to the significant anglophone presence and great linguistic diversity.

This lesson would take place towards the middle of the school year. They are expected to be able to complete tasks at a B2+ or C1 level of CERF at this point in the year. In weeks prior to the task, the students have been watching the docuseries 'Tales by light', a National Geographic series about photographers and filmmakers traveling the world to capture different places, peoples, and cultures to give people a new understanding about our differences and the beauties of our planet and the people living in all corners. As students watch the docuseries, they will be asked to think and then discuss with the class about various topics seen throughout the episodes (cultures, people, nature and what they think of it all, how they minds have been changed or not based on what they are learning about the lives that different people lead around the world).

Seeing as this class is taking place during the pandemic, students have been speaking a lot about where they would like to travel to once they are free to do so. With this in mind, the creation of a travel brochure and subsequent gallery walk to view all of their peers' work will give students different ideas of beautiful places that they could possibly visit while providing them with more tools to be open-minded individuals who respect everyone regardless of cultural differences.

**Information about the task**

**1. What is the theme of the lesson and how is it relevant to your student population?**

The main theme of our lesson is travel and culture. It is relevant to our students as they come from various cultural backgrounds, some being born from immigrant parents, others being born in another country. This could give students a chance to share their culture, country of origin, values, and personal stories (about a country). It could also be a good opportunity for

students who were born in Québec to learn about cultures they might not know of or to research on a country they would love to travel to.

Nonetheless, this lesson helps students understand the world that surrounds us, with all its differences and beauty.

## 2. List all the resources you will use. Please include the url or a copy in the Appendix.

- **Tales by light - National Geographic docuseries found on netflix (Appendix A)**  
<https://www.netflix.com/watch/81030983?trackId=14277281>
- **Sample task - created by Alyssia and Camille specifically for this task (Appendix B)**
- **C3 writing PEI specific rubric - with modified criteria highlighted to support the task (Appendix C)**
- **C1 speaking PEI specific rubric - with modified criteria highlighted to support the task (Appendix D)**
- **Canva - a design creation website <https://www.canva.com>**

## 3. Backwards Design

CEFR Descriptors: Choose 5 descriptors that are most applicable to this task

CEFR Descriptor Scheme	Mode of Communication	Activity, Strategy or Competence	Scale	Level	Descriptor
1. Communicative language activities	Reception	Reading comprehension	Overall reading comprehension	C1	Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.
2. Communicative language		Linguistic competence	General linguistic range	C1	Can select an appropriate formulation from a broad range of language to express

**competences**

themselves clearly, without having to restrict what they want to say.

**3. Communicative language strategies**

Production

Planning

C1

Can, when preparing a more formal text, consciously adopt the conventions linked to the particular type of text concerned (e.g. structure, level of formality).

**4. Plurilingual and pluricultural competence**

Building on plurilingual repertoire

C1

Can support comprehension and discussion of a text spoken, signed or written in one language by explaining, summarizing, clarifying and expanding it in another language in their plurilingual repertoire.

**5. Communicative language activities**

Production

Written production

Overall written comprehension

C1

Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.

**4. List 5 things students will be able to do/learn based on the CEFR descriptors above. Please do not copy and paste the descriptors above. Modify/adapt the descriptors according to your task.**

*By the end of the task, students will be able to...*

- o use and understand various travel and tourist destination texts, related to the country they have chosen, including newspaper or magazine articles, blog posts, reviews and professional publications, provided there are opportunities for rereading, and they have access to reference tools.*
- o select an appropriate formulation from a broad range of languages (words and phrases relating specifically to travel, tourism and culture of their chosen country) to express themselves clearly, without having to restrict what they want to say.*
- o consciously adopts the conventions linked to a travel brochure (structure, level of formality and requirements).*
- o support comprehension and discussion of a travel/tourist text spoken or written in one language by explaining, summarizing, clarifying, and expanding it in the language of instruction (English).*
- o employ the structure and conventions of a variety of genres, varying the tone, style and register according to the audience (their peers), destination brochure and cultural theme.*

**5. Describe the scenario of your task:**

As part of the PEI program of your school, students have the opportunity to travel to a new country in their last year (secondary 5). Knowing that planning a school trip takes time, that your students are excited when it comes to discovering new cultures and peoples and that Covid made travel something complicated (and undoable for some), you decided to plan ahead for their final trip that would consider the students' interests by organizing a contest. The pair that would receive the most amount of votes from their peers, the one that the majority believe to be the best final product, will be considered as a travel location for their final trip in secondary 5 (of course if covid is still an issue it may not be possible and there are always risks based on the country that has been selected, risks that may make travel there impossible).

In pairs, students will have the opportunity to create their own cultural and travel brochure about the country they will have chosen. The final products would be presented in a gallery walk fashion, during which, each student will have to vote for their favorite destination. As the PEI program of your school requires students to come up with a final individualized project at the end of their schooling, this task would also be used as a contribution to that project (from choosing their special trip, to getting to think ahead about what they would want to do).

**6. Describe the activities that the teacher will do so students can accomplish the overarching goal of the task.**

***Step 1: Presentation of the task & brainstorm in an “I do/We do” fashion***

*In the weeks prior to this task, students have been watching the docuseries ‘Tales by light’ by National Geographic (Appendix A). This series has focused on showing students the wonders of the world, how different people live based on the places they are from and give students a general understanding of the beauty found in all corners of the world. The teacher has been asking students to think and consider different cultures, religions and places. The class has had discussions about their own cultures and differences but also about their similarities and the importance of educating themselves and becoming open-minded about those that are different from them.*

*To officially start this final task, the teacher will present it to the students first by having them now focus on thinking of traveling by asking them questions such as ‘what attracts you when it comes to visiting a new place?’, ‘what makes you want to travel?’, ‘is culture something important when it comes to choosing a destination?’. Then, the teacher will show them an example of the final artifact, created on canva as a way to familiarize students with this application, and present every aspect of it (Appendix B). They will go over the rubrics together (Appendix C and D), and all the requirements and steps that are needed to complete the task (from the creation of the brochure, to the peer editing and the presentation).*

*To make sure that students understand, the teacher will invite students to brainstorm about Canada. Scaffolded by the teacher, students will state the main attractions of the country, its particularities, culture, languages spoken (common phrases used or words that might be essential for travelers to know), peoples, and must-see attractions/places. They will create, together, a sample brochure that meets all the requirements. This ‘I do/we do’ activity will allow students to reflect on the task, ask questions on its process, and get a formative opportunity to experiment with the activity.*

***Step 2: Research and creation of the brochure***

*In pairs, students will be asked to think of a specific country that they would like to create the brochure for and will need to fill out a sign-up sheet to make sure that there are no duplicate projects from the same country (to ensure diversity in the final products).*

*Using the knowledge gained from the instructions they received as well as the practice of the “I do/We do” exercise, students will be given time to research their chosen country to create a travel brochure. Students will be allowed to complete the research in whichever language they chose, or the specific language of the country they are researching (if it is in their linguistic repertoire) if the final product is produced in English. The only exceptions of another language appearing on the final product will be if it is common phrases or words that could be used in that country.*

### ***Step 3: Presentation of artifact - Gallery walk***

Once the final products have been completed, students will be asked to prepare a presentation to tell their peers about the country that they researched and the information they included in the brochure. Once the students have been given plenty of time to prepare their presentation, a gallery walk will be set up in the class.

One student from each pair will be asked to circulate to listen to the presentation of the brochure of their peers. Once the first half of the class has had time to circulate, the students will switch roles (the presenter becomes the viewer and vice versa). Once the students have circulated they will be asked to vote for their favorite brochure (knowing that they can not vote for their own of course). At the end of the walk, the teacher will collect all of the votes and announce the final winner. As the winner of the contest, the travel destination of that specific brochure will be the country that the students will be able to travel to as the secondary 5 PEI graduation trip offered every year by the school (covid permitting).

Students will be summatively assessed on their individual presentations as the teacher would circulate to hear all of the students presenting. Once the gallery walk is completed, the teacher would collect all of the brochures in order to summatively grade it as it is the final product of the task.

**7. What is the artifact that will be produced as a result of this task? Explain how the artifact relates to real-life application. Write a paragraph between 100 and 150 words and provide a sample of the artifact as an appendix.**

The final artifact that will result from this task is a travel brochure. It relates to real-life application as students might travel one day or work for international companies. Researching cultures that are different from ours and learning about them (from languages to customs, from culture to architecture), allow for open-mindedness and understanding, two skills that are needed to form new citizens of today and tomorrow.

Moreover, students could decide to create their brochure based on their own cultural background (the country they come from or the one their families are from), thus sharing their knowledge, beliefs, and customs, to their peers.

**8. What plurilingual strategy(ies) did you use? Describe how this strategy can ensure that your task is linguistically and culturally inclusive to your student population. Write a paragraph between 100 and 150 words.**

The first strategy we used is pluriliteracies. As students are creating a brochure about a chosen country, they are invited to include images, photos, arts, but also slang, dialects, and specific language properties that are used there. Students can use multilingual texts and media to display the plurilingual identity their country might have.

The second strategy we used is translation as mediation. Students can draw on and use the languages from their repertoire to research their chosen country, then translate the information in English when creating and presenting their brochure. They can also compare the country's language with English, looking at their similarities and differences, which could help the reader understand what that language looks like.

## **Evaluation**

### **1. Formative Evaluation:**

*Peer feedback sheet.* Students would be evaluating another group's brochure, they will complete the PEI specific rubric and leave comments (Appendix C - the highlighted sections of the rubric are sections added specifically for this task, the rest is the generalized rubric provided for students in the PEI program). Such an activity allows students to critically look at their peers' work and reflect on their own. Moreover, collaborative feedback provides students guidance from other students who are also performing the same task and not solely from the teacher. Allowing students to give each other feedback using the same rubric that the teacher will be using also gives students the opportunity to clearly see how they would do on the final product. The teacher would not grade that sheet, but would use it for informative purposes, such as checking on the students' understanding of the task, assessing how they are doing, which areas need more practice/time, and so on.

Assessment: critical thinking, students' understanding and ability to apply feedback

*First and final drafts of the brochure.* The teacher will look at both drafts to keep a track of the students' project, to see if they actually listen to their peers' advice, if they enhanced their project, and so on. Looking at students' progress is a great way to see where the students are, if they successfully went further (if they are reaching the goals you have set for them), and what areas need to be revised. Teacher will correct the final draft, write down some additional feedback and will give it back to the students before they start working on their final product.

Assessment: students' progress, students' task achievement

### **2. Summative Evaluation:**

*Brochure.* The final artifact will be evaluated and graded by the teacher, following the brochure's checklist/rubric which is based on the PEI specific rubrics (Appendix C - the highlighted sections of the rubric are sections added specifically for this task, the rest is the generalized rubric provided for students in the PEI program). Students' abilities to implement information taken from texts, to present it in an organized travel brochure based on the country they have chosen. The accuracy of the information will also be graded as students need to be sure to give the correct information to potential tourists.

*Presentation.* During the gallery walk, the teacher will be evaluating students on their presentation, following a rubric based on the PEI specific rubric (Appendix D - the highlighted sections of the rubric are sections added specifically for this task, the rest is the generalized rubric provided for students in the PEI program). Students' competencies in stating a message clearly, using functional language, engaging in conversation, and answering questions will be evaluated.



## Appendices

### **Appendix A**

McLean, Jason. (Executive producer). (2015-2018). *Tales by light* [Docuseries]. Untitled Film Works; Canon Australia. <https://www.netflix.com/watch/81030983?trackId=14277281>

### **Appendix B**





## U.S.A



This country is located in North America.  
Comprised of 50 states.

Temperatures vary significantly depending on the state one visits.  
For warmer temperatures visit:  
northern states in the summer (between June and August) or the southern most states and Hawaii year-round.



For colder temperatures visit:  
northern most states in the fall, winter, or spring (September to May)



**DID YOU KNOW?**  
The American flag has had 27 versions



Cultures:  
The U.S.A. is a very diverse country in which one can find various cultures, religions, foods and peoples.

Languages spoken:

- English (dominant)

Other common languages spoken:

- Spanish (13.4%)
- Chinese languages (1.1%)
- Tagalog (0.6%)
- Vietnamese (0.5%)





## TOP DESTINATIONS

**NEW YORK CITY**  
For Broadway plays, the Empire State Building, Statue of Liberty...

**NATIONAL PARKS (MOUNT RUSHMORE, YOSEMITE, GRAND CANYON, ETC.)**  
Perfect to answer your call for adventures!

**HAWAII, CALIFORNIA & FLORIDA**  
For the beaches, surfing, and heat!

**LAS VEGAS**  
For shows and gambling.

**ALASKA**  
For the aurora borealis and arctic animals!

 **ENJOY THE HISTORY AND BEAUTIES OF THE UNITED STATES BY FOOT, BIKE, BUS, TAXI, BOAT, CAR OR PLANE!** 

  

## Appendix C

CRITERION D		WRITING
ACHIEVEMENT LEVEL		LEVEL DESCRIPTOR
0 <input type="checkbox"/>		The student does not reach a standard described by any of the descriptors below.
1 <input type="checkbox"/>	i <input type="checkbox"/>	uses a limited range of vocabulary
2 <input type="checkbox"/>	ii <input type="checkbox"/>	uses a limited range of grammatical structures with many errors which often hinder communication
	iii <input type="checkbox"/>	organizes some information in a recognizable format using some basic cohesive devices (unattractive, does not follow the convention of a travel brochure, writing is unclear and not visible)

	iv <input type="checkbox"/>	communicates limited relevant information with some sense of audience and purpose to suit the context. (Country name, cultural places, touristic locations, places to stay, how to travel around, languages, spoken, common words/phrases, any other pertinent information - most elements are incomplete or completely missing from the brochure)
3 <input type="checkbox"/>	i <input type="checkbox"/>	uses a basic range of vocabulary
4 <input type="checkbox"/>	ii <input type="checkbox"/>	uses a basic range of grammatical structures with some errors which sometimes hinder communication
	iii <input type="checkbox"/>	organizes information in a recognizable format using a range of basic cohesive devices (somewhat attractive, some conventions of a travel brochure are missing, writing is unclear and visible - some areas hinders understanding)
	iv <input type="checkbox"/>	communicates some relevant information with some sense of audience and purpose to suit the context. (Country name, cultural places, touristic locations, places to stay, how to travel around, languages, spoken, common words/phrases, any other pertinent information - most elements are incomplete from the brochure)
5 <input type="checkbox"/>	i <input type="checkbox"/>	uses a range of vocabulary
6 <input type="checkbox"/>	ii <input type="checkbox"/>	uses a range of grammatical structures with a few errors which do not hinder communication
	iii <input type="checkbox"/>	organizes information in an appropriate format using simple and some complex cohesive devices (attractive, follows the convention of a travel brochure, writing is mostly clear and visible - nothing that hinders understanding)
	iv <input type="checkbox"/>	communicates most relevant information with a sense of audience and purpose to suit the context. (Country name, cultural places, touristic locations, places to stay, how to travel around, languages, spoken, common words/phrases, any other pertinent information - almost all of the information is present and complete in the brochure)
7 <input type="checkbox"/>	i <input type="checkbox"/>	uses a wide range of vocabulary
8 <input type="checkbox"/>	ii <input type="checkbox"/>	uses a wide range of grammatical structures generally accurately

	iii <input type="checkbox"/>	organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices (attractive, thoroughly follows the convention of a travel brochure, writing is clear and visible)
	iv <input type="checkbox"/>	communicates all or almost all the required information with a clear sense of audience and purpose to suit the context. (Country name, cultural places, touristic locations, places to stay, how to travel around, languages spoken, common words/phrases, any other pertinent information - all information is present in brochure)

## Appendix D

CRITERION C		SPEAKING
ACHIEVEMENT LEVEL		LEVEL DESCRIPTOR
0 <input type="checkbox"/>		The student does not reach a standard described by any of the descriptors below.
1 <input type="checkbox"/> 2 <input type="checkbox"/>	i <input type="checkbox"/>	uses a limited range of vocabulary
	ii <input type="checkbox"/>	uses a limited range of grammatical structures with many errors which often hinder communication
	iii <input type="checkbox"/>	uses pronunciation and intonation with many errors which often hinder comprehension
	iv <input type="checkbox"/>	communicates limited relevant information. (Significant gaps in information and very little if any relevant travel/touristic information is given).
3 <input type="checkbox"/> 4 <input type="checkbox"/>	i <input type="checkbox"/>	uses a basic range of vocabulary
	ii <input type="checkbox"/>	uses a basic range of grammatical structures with some errors which sometimes hinder communication
	iii <input type="checkbox"/>	uses pronunciation and intonation with some errors which sometimes hinder comprehension
	iv <input type="checkbox"/>	communicates some relevant information. (Gaps in information are clear and only provide surface level information with very little information that travelers would be able to use).

5 <input type="checkbox"/>	i <input type="checkbox"/>	uses a range of vocabulary
	ii <input type="checkbox"/>	uses a range of grammatical structures with a few errors which do not hinder communication
	iii <input type="checkbox"/>	uses pronunciation and intonation with a few errors. However, these do not hinder comprehension
	iv <input type="checkbox"/>	communicates most relevant information. (Main information from instructions have been included with slight gaps or missing information).
7 <input type="checkbox"/>	i <input type="checkbox"/>	uses a wide range of vocabulary
	ii <input type="checkbox"/>	uses a wide range of grammatical structures generally accurately
	iii <input type="checkbox"/>	uses clear pronunciation and intonation which makes the communication easy to comprehend
	iv <input type="checkbox"/>	communicates all or almost all the required information clearly and effectively. (the country, cultural places, touristic areas, places to stay, languages spoken (common phrases or words), any other pertinent information).