



-022007-09-

Self-monitoring

**A handbook on developing metacognitive strategies
with first-year Elementary Cycle One ESL students**



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Introduction

The elementary English as a Second Language programs emphasize the use of strategies by learners. Strategies are found in the key features and in the evaluation criteria for every competency in the Cycle Two and Three programs. In the Elementary Cycle One program, teachers introduce students to the use of strategies that will help them develop the two competencies: *To act on understanding of texts* and *To communicate orally in English* (see Appendix 1).

Strategies can be explicitly taught¹ to students. Teachers must have a good understanding of what they involve, and how they can help students become better learners and enhance student motivation. Among the strategies teachers must help students to develop is self-monitoring which is widely misunderstood.

However, the key feature “Monitors own learning” has proven to be of the utmost importance during the field-testing stage of the Elementary Cycle One program. Teachers must help students become active participants in their learning. Remember, time spent monitoring is not wasted!

This handbook will hopefully help teachers obtain a better understanding of self-monitoring and give them ideas about how to guide students as they reflect on ways in which they can succeed in learning English. The tools presented here are mostly for the first year of Cycle One.

1. The Cycle One program states on page 8 that, as facilitators, teachers, “introduce students to the use of strategies by asking them to imitate specific actions while engaging in tasks and activities.”

Self-monitoring

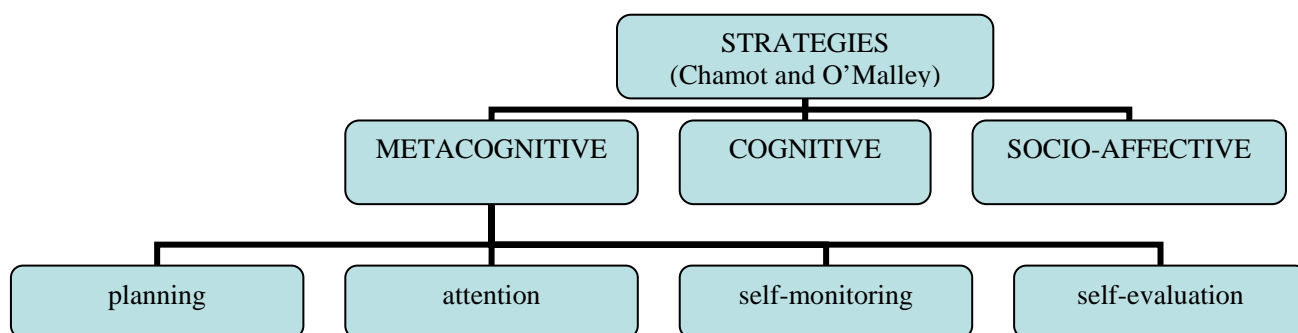
The what

Self-monitoring is a metacognitive strategy, that is, one that gives students control over learning. It is an internal mental process in which individuals record data on their own behaviour in order to adjust it regularly. It involves checking, verifying and correcting one's performance during a learning task, or while communicating.

Checking one's performance means self-observing; to do this, students need to be motivated to improve. Teachers have an important role here, and should "create a pleasant environment where students feel secure and accepted" and "help build self-confidence."²

After checking their performance students verify their actions, guided by the teacher, who reminds them of what was expected. This leads students to adjust or correct their performance immediately.

2. Ministère de l'Éducation, *Québec Education Program: Preschool Education and Elementary Education*, English as a Second Language, Cycle Two (Québec: Gouvernement du Québec, 2006), p. 8.



The above diagram presents a concept map that helps situate self-monitoring as a metacognitive strategy.

The why

Students use self-monitoring “to measure their effectiveness while working on the task.”³ In the first year of Cycle One, students measure how effectively they employ directed attention, demonstrate their understanding and use English while working on a task. This measure is the threshold to the ultimate goal, which is *changing, adjusting and improving* learning practices in order to succeed.

Chamot, Barnhardt, El-Dinary and Robbins compare self-monitoring to the use of a thermostat. A thermometer indicates the temperature in a room at a certain moment in time. One can adjust the thermostat to make the room more comfortable, just as a student can monitor his/her performance in order to improve it.

3. Anna Uhl Chamot, S. Barnhardt, P. El-Dinary, and J. Robbins, *The Learning Strategies Handbook* (White Plains: Longman, 1999), p. 20.

Guided by the teacher, students become aware of what is key in the development of the competencies: “Did you look at the teacher? Did you listen to the song? ...” The teacher helps students become conscious of each step they make so that they can take responsibility for their learning.

Connections with the Cross-Curricular Competencies

Self-monitoring is also a way of developing the cross-curricular competency “To adopt effective work methods.” Indeed, if we refer to the Quebec Education Program (p. 26), we learn that “schools can help students to acquire this competency by encouraging them to be self-reliant, to select appropriate means for attaining objectives, to analyze the way they use the available resources and to evaluate the effectiveness of their work methods.”

The how




Teachers guide students in their self-monitoring by modeling procedures and providing ample opportunities for practice and quality feedback.

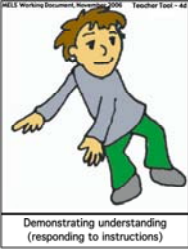


How to self-monitor

Procedure for students:

1. **Think** about where you need to focus your concentration before doing the task.

In Cycle One, the teacher may use flashcards, such as the ones in Appendix 2, to help students focus on the appropriate aspects.

 <p>Concentrating looking at & listening to the teacher</p>	<p>Students should look at the teacher when he/she displays this flashcard. They should concentrate, i.e. look at and listen to the teacher when they are exploring texts (C1) or listening to messages (C2).</p>
 <p>Concentrating listening to CDs</p>	<p>This flashcard reminds students that they should direct their attention to the authentic audio model, CD, cassette or video. Students should concentrate and listen to the song, rhyme or story being played or viewed (C1).</p>
 <p>Demonstrating understanding (songs and rhymes)</p>	<p>This flashcard helps students remember that they are expected to demonstrate their understanding of the songs or rhymes by making the appropriate gestures while the audio source is being played (C1).</p>

 <p>DELE Working Document, November 2006 Teacher Tool - 42</p> <p>Demonstrating understanding (responding to instructions)</p>	<p>The teacher puts up this flashcard to remind students to demonstrate their understanding of instructions, such as how to glue a sheet in their scrapbook. This is linked to the second competency, which involves students' listening to and reacting to messages.</p>
 <p>DELE Working Document, November 2006 Teacher Tool - 43</p> <p>Using English in songs and rhymes</p>	<p>This flashcard is used to help students remember that they are expected to join in while the song is being played (C1).</p>
 <p>DELE Working Document, November 2006 Teacher Tool - 44</p> <p>Using English in class</p>	<p>When the teacher displays this flashcard, students should respond by using their personal repertoire of words and short expressions for familiar situations. For example, students should say, "I'm not finished," or "Thank you," or "No glue," as required (C2).</p>

In the second year of the cycle, teachers may add flashcards to help students focus on the development of their personal repertoire of words and on their use of the strategy *using resources*, for instance.

2. **Observe** your behaviour.

Students need to know how to observe their own behaviour. Teachers should model this important step, then guide students by asking them questions and giving them feedback.

4. **Adjust** how you work.

Classroom activities and tasks are scaffolded, that is broken down into small steps that allow for about four self-monitoring moments in a given period. Students who have had problems focussing on the appropriate aspect at some point in the task can make the required adjustments within about 10 minutes. Immediate regulation is more effective than one moment for reflection at the end of the period and an adjustment the following class.

Self-monitoring and evaluation

The evaluation of learning serves two distinct purposes: support for learning and recognition of competencies. Support for learning is twofold: regulation of learning by the teacher and regulation of learning by the student.

Regulation of learning by the student

Learning English as a second language is a challenging task. In order to progress, students need to feel confident and to be made aware of their success and achievement. Self-monitoring is a strategy that helps students become conscious of the small steps they make in their understanding and use of English. They do so by thinking about what they are supposed to do, by checking their understanding and use of English, and by making adjustments if necessary. This metacognitive strategy is a process involving a higher level of consciousness, which enables students to control and improve their learning. Self-monitoring is a thinking habit that needs to be developed. In other words, students do not naturally self-monitor their work. Teachers need to provide appropriate contexts and frequent opportunities in which students can develop this strategy.

Prior to becoming conscious of their learning, students need to become skilled in reflecting on their performances. This can be done by encouraging students to reflect and be active participants in their learning process. Furthermore, reflecting on their work or effort also helps students become more objective when faced with feedback or comments from others.

Self-monitoring vs. self-evaluation

Evaluation of learning is a process that includes planning, information gathering and interpretation, judgement and decision.⁶ Self-evaluation involves a similar process in which students use the evaluation criteria targeted, collect and interpret results and make a decision concerning action to be taken.

The what

Self-evaluation is “judging how well one has learned and performed so far.”⁷

The why

Self-evaluation allows students to take a moment to determine how well they have accomplished a task. It helps students identify their strengths and weaknesses so that they can improve next time.

The when

Self-evaluation is used at the end of a learning sequence.

Let's compare and contrast the two strategies: self-monitoring and self-evaluation:

	Self-monitoring	In common	Self-evaluation
What	<ul style="list-style-type: none">• Checking and adjusting one's ongoing performance• Metacognitive strategy	<p>Performance</p> <p>Metacognitive strategy</p>	<ul style="list-style-type: none">• Judging how well one has learned and performed so far• Metacognitive strategy

6. Ministère de l'Éducation *Evaluation of Learning at the Preschool and Elementary Levels* (Québec: Gouvernement du Québec, 2002), p.13.

7. Program, p. 16

	Self-monitoring	In common	Self-evaluation
Why	<ul style="list-style-type: none"> • To measure their effectiveness during a task. In the first year of Cycle One, students measure how effectively they employ directed attention, demonstrate their understanding and use English. • To change, adjust, improve learning practices in order to succeed. 	To improve	<ul style="list-style-type: none"> • Identify strengths and weaknesses • To improve next time
When	Ongoing during a learning sequence		At the end of a learning sequence

We can conclude from this chart that both self-monitoring and self-evaluation are metacognitive strategies aimed at improving performance. Indeed, both serve one of the two purposes of evaluation, that is, to regulate learning. However, whereas self-monitoring allows for immediate adjustment, self-evaluation is a judgment at the end of a learning sequence and leads to a decision that might be expressed as follows: “Next time, I will...”

More about the self-monitoring tools

The following tools, see Appendix 3,⁸ have been designed to help teachers model how to self-monitor.

Name : _____ Teacher Tool - 2a
Group : _____

	I listen and concentrate	I demonstrate my understanding	I use English
A. _____	●	●	●
B. _____	●	●	●
C. _____	●	●	●
D. _____	●	●	●
E. _____	●	●	●
F. _____	●	●	●
G. _____	●	●	●
H. _____	●	●	●
I. _____	●	●	●
J. _____	●	●	●

Signature d'un parent : _____

Self-monitoring tool
MELB - Working Document, March 2007

Name : _____ Teacher Tool - 2b
Group : _____

	I listen and concentrate	I demonstrate my understanding	I use English
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●
_____	●	●	●

Self-monitoring tool
MELB - Working Document, March 2007

There are three general focuses for self-monitoring: *I listen and concentrate*; *I demonstrate my understanding*; *I use English*. Each of these focuses is divided into two and represented by pictograms of flashcards used in class.

Name : _____
Group : _____

I listen and concentrate	I demonstrate my understanding	I use English

Concentrating: looking at & listening to the teacher

Concentrating: listening to CDs

Demonstrating understanding of songs

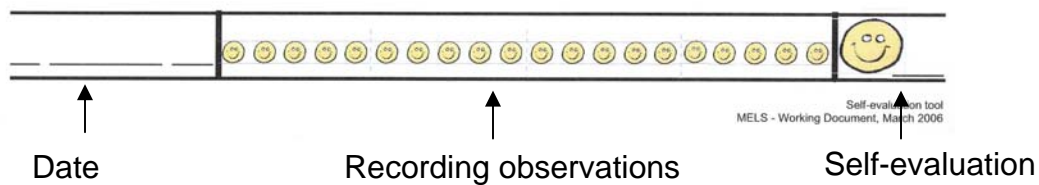
Demonstrating understanding of instructions

Using English in songs

Using English in class

8. Also available at <www.anglaislangueseconde.qc.ca>; nom d'utilisateur: enseignantsss; mot de passe: anglaiiss.

Under the pictograms, there are lines with small Smiley faces and one big Smiley at the end. The left end of the line is for the date, while the right end is for self-evaluation of the overall period. The little Smileys faces in the centre can be used by students to record their observations of the expected performance. Although the line of Smileys is continuous, close observation will reveal a few dotted separators, the purpose of which is to facilitate finding specific Smileys.



The teacher may use an enlarged 11" X 17" laminated version of Teacher Tool 2a or 2b, for modeling. Teacher Tool 2a is very similar to the students' handout, whereas Teacher Tool 2b isolates one line of Smiley faces, helping students focus their attention on how to use them. This way, the students are not distracted by the other lines. It is up to the teacher to decide which version to use for modeling.

How to model and guide students

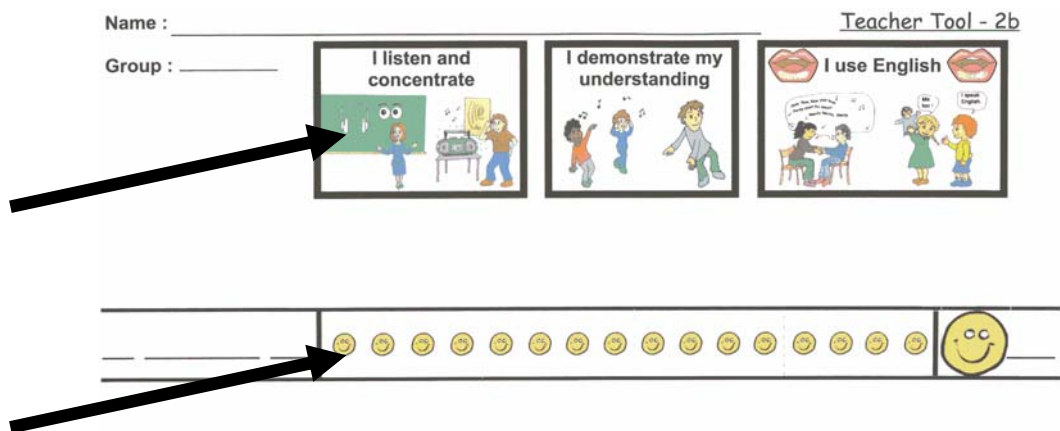
When presenting the key elements of a new song to students, for example, the teacher reminds them to look at and listen to him/her by displaying Teacher Tool 4a (see Appendix 2). This way, the students are made aware that, in order to understand what is going on, they have to look at and listen to the teacher. After presenting the key elements, the teacher models how to self-monitoring.

Using Teacher Tool 4a, along with Teacher Tool 2a or 2b, the teacher reflects aloud and says:

Look at this picture. There are eyes and a teacher. Oh! I was supposed to LOOK at and LISTEN to the teacher. Did I LOOK at the teacher? Did I LISTEN to the teacher? Hum! Yes. OK, I will colour in a little Smiley.

The teacher colours in a Smiley on his/her enlarged model reflection sheet.

Good for me! Yeah!



The teacher then asks,

And you? Did you LOOK at me? (touching his/her eyes) Who LOOKED at me? Did you LISTEN to me? (touching his/her ears) Who LISTENED to me? Who has been a SUPER listener?

The teacher asks students to raise their hands, then checks the hands to see if he/she agrees. The teacher gives feedback to those students who need it and congratulates the others: *Good job! Excellent!*

Deserving students colour in a little smiley on Student Handout 2, as modeled by the teacher.

A. September

The number of Smiley faces in a row allows for flexibility and special uses, as needed.

Bonus Smileys can be allotted when teachers notice remarkable performances: for example, when students make substantial efforts at using English to communicate with one another, or when they show marked improvements in concentrating.

The number of Smileys in a row also allows for more than one to be allotted in a given moment of reflection for instance, when the teacher tells students they are expected to join in a song, doing the gestures and singing the lyrics. One Smiley can be granted for each of these two components.

Moreover, the number of Smileys in a row makes it possible to plan shorter steps when students have difficulty with a particular performance.

At the end of the period, after students have had about four opportunities to monitor their learning, the teacher helps them evaluate the progress they made during that learning sequence:

How did you do today? Did you LOOK at the teacher? Did you LISTEN to the teacher? How did you PARTICIPATE? Did you do the GESTURES during the song? Did you SING the WORDS of the song? Now, did you SPEAK English? Did you say "I'm finished?" Did you NAME the flashcards? Do YOU deserve a BIG SMILEY?

The teacher asks students to raise their hands, then checks the hands to see if he/she agrees. The teacher should remember to differentiate expectations for students with special needs.

The teacher congratulates the students (*Good job! Excellent!*) and asks the students to colour in the BIG Smiley.

How to make sure that students understand the purpose of the reflection sheets

What happens when a student colours in a Smiley, but should not have? What happens when a student colours in the whole line of Smileys? It is difficult to teach and, at the same time, observe everything that goes on among a group of young and active learners. Teachers may sometimes feel overwhelmed by the amount of activity going on around them. So be nice to yourself, and *take your time!*

Here are some suggestions from teachers who field tested the program in 2004-2005 and 2005-2006:

1. *Take the time* to check who ought to colour a Smiley using a show of hands. Briefly stand next to a student who hasn't earned a Smiley to make sure that he/she doesn't color one in. The investment in time is worth it. If necessary, double-check the reflection sheets of students who don't deserve a Smiley, before going on to the next step.
2. Use this recommendation only if necessary. Before the English class, take some time in the homeroom teacher's classroom to ask students in French why they think they are using the reflection sheet. In this way, the teacher can make sure that they understand the purpose of self-monitoring. French may be used on this occasion because students are not proficient enough in English to talk about metacognition in that language.

The time invested in self-monitoring is well worthwhile. Teachers are guiding students in the use of a strategy that will be useful all their lives.

Putting some pieces of the puzzle together

“Right from the start, students learn to develop the cross-curricular competency *to solve problems* as they are faced with the big challenge of participating in an all-English class, trying to figure out how the English language works and taking risks using the target language to communicate.”⁹

How does the Cycle One elementary program help students take up this challenge? How does it facilitate learning? The use of scaffolding, self-monitoring and winding-down moments¹⁰ are some important elements, and even seem to go hand in hand.

Learning is very complex and multifaceted. So, let's recap a little. According to various cognitive theories, knowledge is acquired in different ways. Going back to the *Strategies for Success in ESL* module,¹¹ we read that “it is generally accepted that we have two kinds of memory: short term and long term.” Short term memory is used for the temporary recall of information, whereas long term memory is “where we store information that we find to be interesting or useful... Information is stored in the long term memory as Declarative, Procedural or Conditional knowledge.” Further on, with reference to strategies, it is said that

9. *Québec Education Program: Preschool Education and Elementary Education*, English as a Second Language, Cycle One (Québec: Gouvernement du Québec, 2006), p. 5.

¹⁰ *Québec Education Program: Preschool Education and Elementary Education*, English as a Second Language, Cycle One (Québec: Gouvernement du Québec, 2006), p. 8.

11. Marilyn Lassire, I. Jennifer, Pamela Gunning Arseneault, and Jill Brook, *Strategies for Success in ESL*, Québec, June 2002, p. 29-30.

“conditional knowledge is one of the aspects that separate a skill from a strategy. Conditional knowledge is knowing when and why a strategy should be used. This type of knowledge is key to becoming a strategic learner. When students develop a broad and deep sense of learning strategies, they are able to predict more accurately how to tackle a learning problem, they are more free in their learning because they can identify more options from which to choose, they have more confidence in themselves as learners.”

This is, of course, our ultimate goal as teachers: that students acquire conditional knowledge, not only for strategies but for any other type of information.

Scaffolding

To help Cycle One elementary students take up the big challenge of participating in an all-English class, teachers, as facilitators, “scaffold activities and tasks by simplifying them or breaking them down into smaller steps to help students comprehend and reduce frustration.”¹² Scaffolding implies teacher support. It also implies supporting students in their zone of proximal development, that is “the area between what a child can accomplish unaided and what the same child can accomplish with assistance”¹³.

12. *Québec Education Program: Preschool Education and Elementary Education*, English as a Second Language, Cycle One, p. 8.

13. Kathleen Hogan and Michael Pressley, eds. *Scaffolding Student Learning: Instructional Approaches and Issues* (Massachusetts: Brookline Books, 1997), p. 45.

Sousa¹⁴ supplies another reason for scaffolding. He explains that, because students nowadays are exposed to many rapid changes, they have difficulty keeping their attention very long on the same thing. Therefore, he suggests that teachers divide their periods into small blocks. Little steps help increase retention, so they help new learning get stored in the long-term memory.

Self-monitoring

In the Junior LESs on the MELS' Web site,¹⁵ each period is divided into from seven to nine small steps. Each step is a small part of a task—as in, for instance, activating prior knowledge of key elements, where teachers remind students what they should focus on, with the help of the flashcards in Appendix 2. At the end of each step, students self-monitor and adjust for the following step. Scaffolding serves the purpose of self-monitoring by focusing on just one aspect. In Bloom's taxonomy,¹⁶ metacognition is a higher level of thinking. Students remember more (long-term memory) when they learn to handle higher thinking. This is why teachers need to model how to use self-monitoring and give students ample opportunities to practice with their assistance.

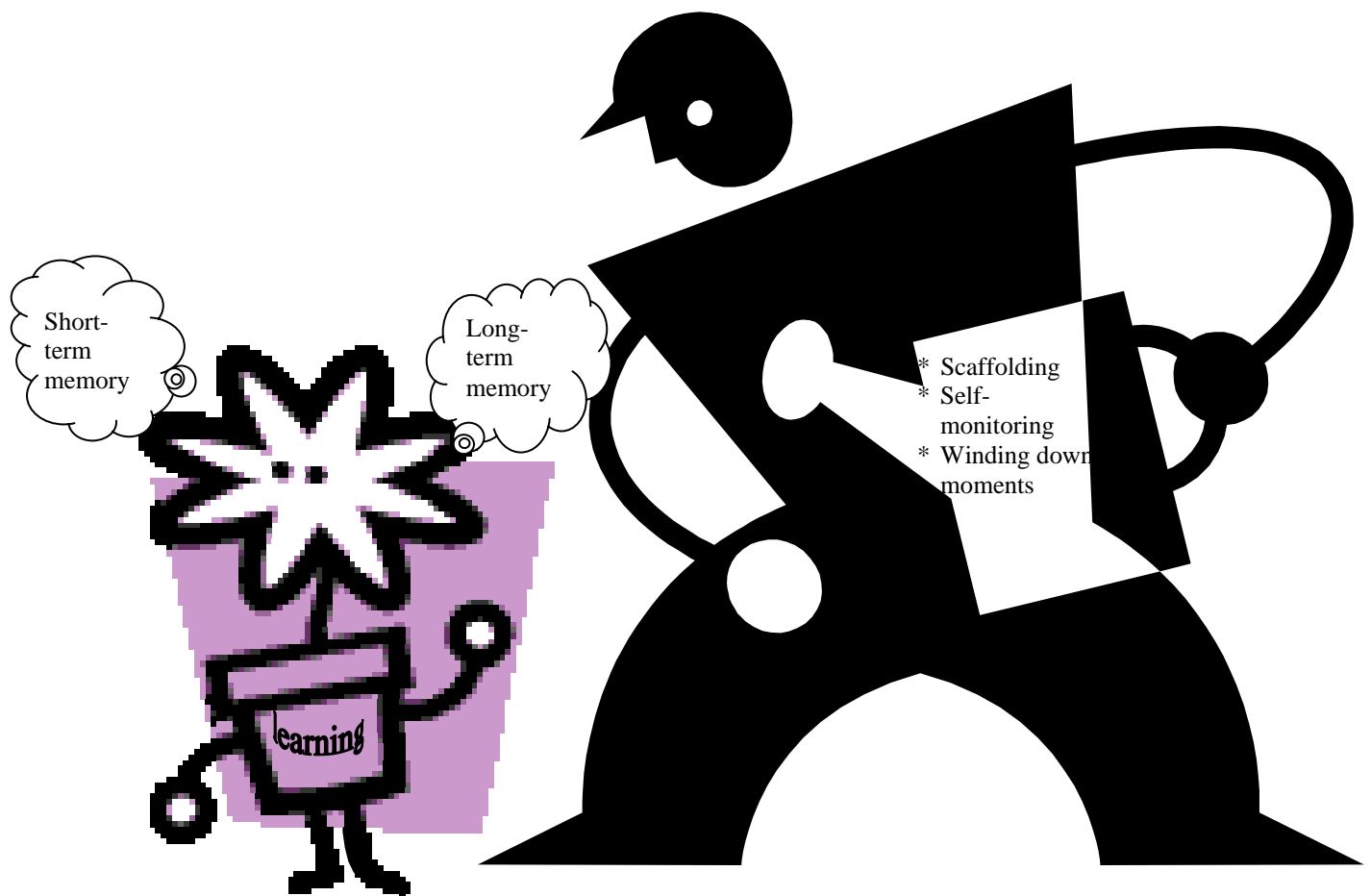
Winding down moments

14. David A. Sousa, *Un cerveau pour apprendre: comment rendre le processus enseignement-apprentissage plus efficace* (Montréal: Chenelière Éducation, 2001), p. 98-99.

15. <www.anglaislangueseconde.qc.ca>; nom d'utilisateur: enseignantsss; mot de passe: anglaisss.

16. Sousa, *Un cerveau pour apprendre*, p.278.

“Winding down moments are meaningful, related activities such as drawing, labelling items, linking pictures to words, etc. that students do, mostly on their own. They are necessary, calm moments that give students time to assimilate new learning, provide teachers with opportunities to observe and interact with individual students, and allow for additional exposure to authentic, audio-models through the use of recordings playing in the background.”¹⁷ These moments help students relax and enable them to be attentive again in the next steps of the LES, thus more apt to store new information in their long-term memory.



17. Québec Education Program: *Preschool Education and Elementary Education*, English as a Second Language, Cycle One, p. 8.

Conclusion

It is easy to say that students have to self-monitor, but it is not easy to teach them how to do this. Teachers have to know that self-monitoring is a metacognitive strategy that will enable students to control and improve their learning. In fact, teachers have to demonstrate the effectiveness of self-monitoring through modeling and practice, showing students how it can improve their academic performance. And it is important that students be led to use this strategy throughout the task, not just at the end.

In order to self-monitor, students have to stop at different times during task performance to think about what they had to do, observe what they have done, note this down and, finally, adjust their behaviour. **Think** (about what you were supposed to do) + **Check** (what you have done) + **Adjust** = **Self-monitoring**.

Finally, self-monitoring is a strategy that can be used in any learning task. It is important to help students learn how to transfer this strategy to any subject.

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Appendix 1

Domaine des langues		English as a Second Language	16
STRATEGIES¹⁵		CULTURAL ELEMENTS	
<ul style="list-style-type: none"> • Compensatory <ul style="list-style-type: none"> – Asking for help or clarification (requesting assistance or repetition) – Gesture (using physical motion to compensate for a lack of language) • Learning <ul style="list-style-type: none"> – Cooperation (working together, learning together, helping each other) – Directed attention (deciding to pay attention to a task and to ignore distractors) – Inferencing (making intelligent guesses based on all available cues such as context, topic, cognates, known words and expressions, visual cues, visual support, intonation, recurrent passages) – Physical response (acting out a response to show understanding and facilitate learning) – Practice (repeating, rehearsing, regrouping, integrating and assimilating words and expressions) – Predicting (foretelling based on prior knowledge, task at hand, topic, pictures) – Risk-taking (deciding to speak English only, experimenting with known language, attempting to integrate new language) – Self-monitoring (checking and adjusting one's ongoing performance) – Self-evaluation (judging how well one has learned and performed so far) – Use of prior knowledge (drawing on one's background knowledge as a source of information) – Using resources (making use of resources targeted for the task such as posters, flashcards, peers, teacher) 		<p>Authentic texts selected from early childhood repertoire expose ESL students to the English culture and contribute to the development of the students' worldview.</p> <p>Only texts written for native speakers of English are used.</p> <ul style="list-style-type: none"> • Songs and rhymes <ul style="list-style-type: none"> – Nursery rhymes (e.g. <i>London Bridge</i>; <i>Itsy Bitsy Spider</i>; <i>Yankee Doodle</i>) – Choosing rhymes (e.g. <i>Eeny Meeny Miney Mo</i>; <i>One, Two, Sky Blue</i>; <i>I Caught a Fish</i>) – Jump rope rhymes (e.g. <i>Coffee and Tea</i>; <i>Apples, Pears, Peaches and Plums</i>; <i>Cinderella</i>) – Action songs (e.g. <i>If You're Happy</i>; <i>Head and Shoulders, Knees and Toes</i>) – Circle rhymes (e.g. <i>Looby Loo</i>; <i>The Mulberry Bush</i>; <i>Skip to My Lou</i>) – Ball bouncing rhymes (e.g. <i>Number One</i>; <i>Touch Your Tongue</i>; <i>Concentration</i>; <i>Alphabet Bounce</i>) – Clapping rhymes (e.g. <i>Patty Cake</i>; <i>Who Stole the Cookies from the Cookie Jar?</i>) – Sing-alongs (e.g. <i>The More We Get Together</i>; <i>The Wheels on the Bus</i>; <i>Colourfast song</i>; <i>The Goat with the Bright Red Socks</i>) • Stories (e.g. <i>Mouse's First Halloween</i>; <i>Thomas' Snowsuit</i>; <i>Red Is Best</i>; <i>Dora's Picnic</i>; <i>The Gingerbread Man</i>; <i>The Very Hungry Caterpillar</i>; <i>That Bad, Bad Cat!</i>; <i>No, David!</i>) • Authentic audio-models:¹⁶ <ul style="list-style-type: none"> – Audio productions: cassettes and CDs, (<i>Arthur</i>; <i>Clifford</i>; <i>Sesame Street</i>; <i>Reading Rainbows</i>) – Resource people (e.g. <i>teachers</i>, <i>school staff</i>, <i>guest speakers</i>, <i>monitors</i>) 	

¹⁵ Strategies are "...specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations." (Rebecca Oxford, 1991).

¹⁶ Exposure to authentic audio-models—native speakers of English—is paramount in the program.

As facilitators, teachers do the following:

- activate prior knowledge
- develop classroom routines
- scaffold activities and tasks by simplifying them or breaking them down into smaller steps to help students comprehend and reduce frustration
- encourage the use of words and combinations of words to express simple messages
- provide multiple opportunities for students to react to messages (verbally and nonverbally) and to reuse language they have acquired in interactive settings
- help students become aware of instances when they are not using English and suggest ways of expressing their ideas in English
- introduce students to the use of strategies by asking them to imitate specific actions while engaging in activities and tasks

Competency 1

Key features of To act on understanding of texts

Explores authentic texts orally

- Listens to songs, rhymes and stories
- Activates prior knowledge of topic
- Focuses on the teacher and resources provided
- Joins in and responds spontaneously
- Grasps meaning
- Demonstrates understanding
- Imitates the rhythmicity of the language
- Identifies orally key elements and events
- Uses strategies

TO ACT ON UNDERSTANDING OF TEXTS

Monitors own learning

- Reflects on use of learning strategies
- Reflects on quality of listening
- Reflects on participation
- Reflects on use of words and expressions from texts

Uses knowledge from texts

- Performs songs and rhymes with gestures
- Retells stories
- Makes use of resources provided
- Creates personalized versions of texts
- Keeps records of texts

Competency 2

Key features of To communicate orally in English

Listens to messages

- Listens and looks at speaker
- Focuses on visual cues, familiar words, cognates, stressed words and intonation
- Uses learning strategies
- Decodes messages
- Reacts to messages
- Adjusts understanding
- Develops a personal repertoire of words and short expressions

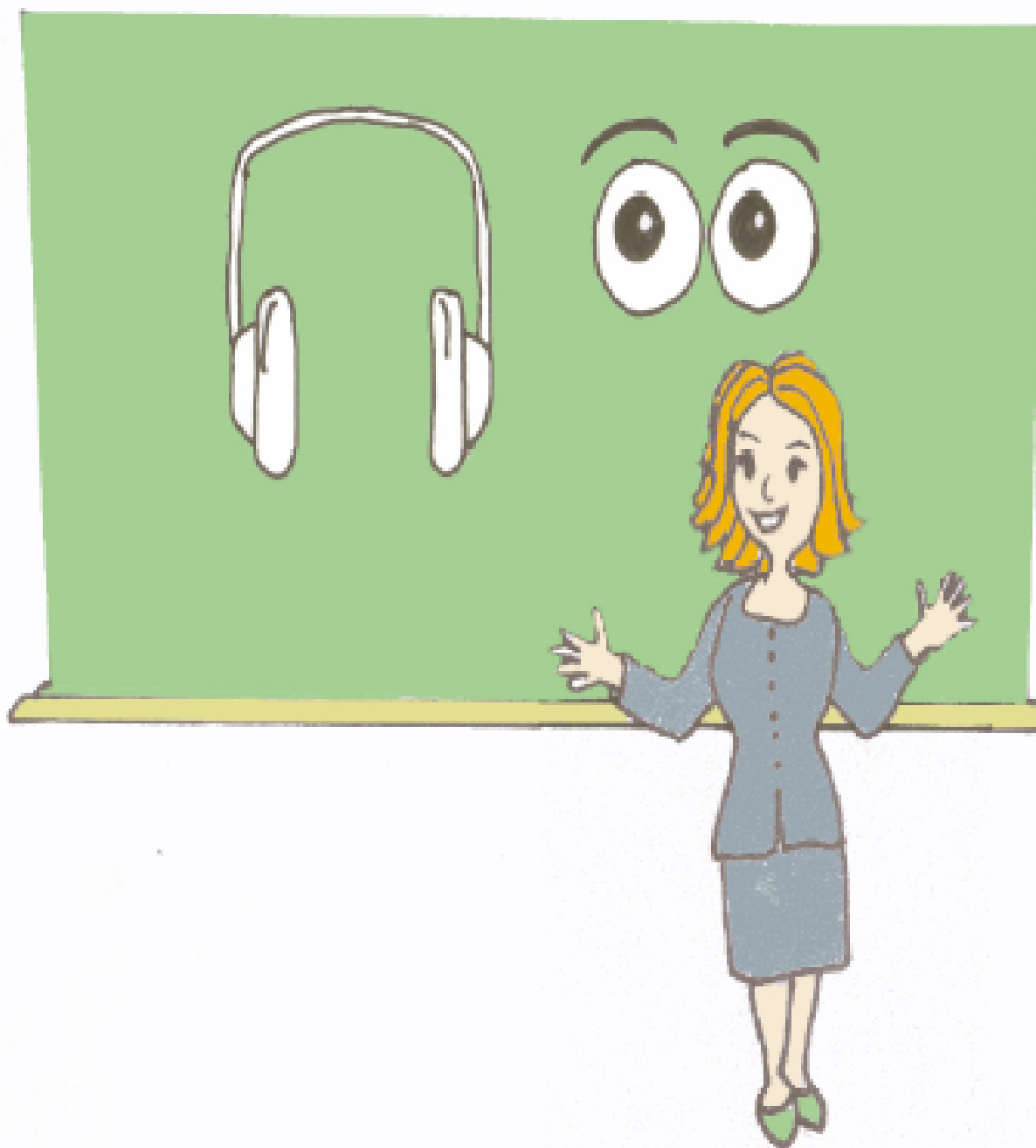
TO COMMUNICATE ORALLY IN ENGLISH

Monitors own learning

- Reflects on development of personal repertoire of words and short expressions
- Reflects on use of strategies
- Reflects on demonstration of understanding
- Reflects on use of English

Transmits simple messages

- Takes risks
- Responds verbally
- Initiates messages
- Draws upon personal language repertoire
- Combines words and short expressions
- Uses compensatory and learning strategies



**Concentrating
looking at & listening to the teacher**



**Concentrating
listening to CDs**



**Demonstrating understanding
(songs and rhymes)**



**Demonstrating understanding
(responding to instructions)**



**Using English
in songs and rhymes**



Using English in class

Picture by Danielle Lavoie

MELS Working Document, September 2006

Teacher Tool - 4g



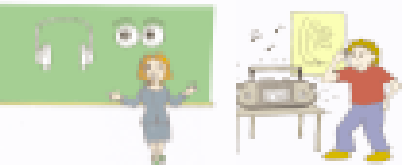


























































































































































































































Big Smiley

Appendix 3

Name : _____

Group : _____

Picture by Danielle Lévesque

	I listen and concentrate	I demonstrate my understanding	I use English	
				
A. September _____	    	    	            	 A.
B. September _____	    	    	            	 B.
C. September _____	    	    	            	 C.
D. September _____	    	    	            	 D.
E. September _____	    	    	            	 E.
F. September _____	    	    	            	 F.
G. September _____	    	    	            	 G.
H. September _____	    	    	            	 H.
I. September _____	    	    	            	 I.

Name : _____

Group : _____

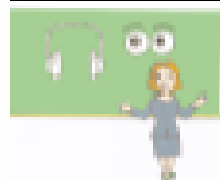
Picture by Danielle Lévesque

**I listen and
concentrate**

**I demonstrate my
understanding**



I use English



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____



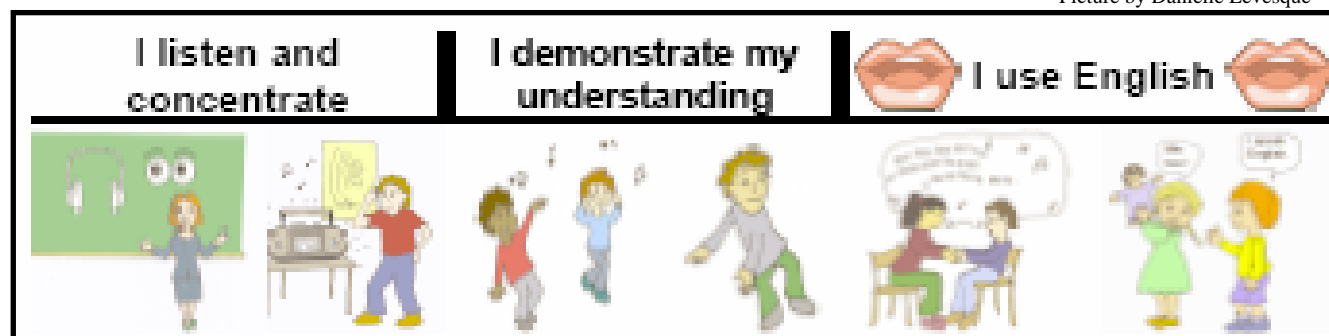
I. _____



Name : _____

Group : _____

Picture by Danielle Lévesque



_____ _____ _____		
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