

APPENDIX B

MODEL OF HOW TO WRITE A REFLECTION

UNIVERSITY COURSE

Language Acquisition - Research Project - Dyslexia in Second Language Learning

In the Language Acquisition course, I had to do a research project. We could choose any topic we wanted. A secondary student that I was helping with her English homework inspired me. She is dyslexic, and so I decided to do a research project that would be related to dyslexic students and second language learning. Through that project, I developed Competency 7. I wanted to see if the way the vocabulary was presented to the dyslexic students had an influence on their understanding of the words. As you can see in the research project paper ([link to trace](#)), I created three lists of vocabulary that each presented five words in different ways: a document with English definitions, a video and oral translations. I think that, as a teacher, I will have to help students with different learning difficulties. I want to have as many tools as I can to help them succeed. Dyslexic students already have many challenges in their L1, and I can understand that some of them become demotivated in their L2. We study many strategies to help students with no learning disabilities, but it is also important to be aware of other strategies or methods that can help poorer students. I was not satisfied with my research project results, but I still learned from the literature review and from my experience and I will certainly use this knowledge in my future career. For example, I extended my knowledge on dyslexia, on the previous research and on the different areas that cause more problems to learning disabilities students.

(Stéfany Pelletier – By permission)

Commenté [SP1]: Heading – indicates the university course and activity involved.

Commenté [SP2]: Relevant competency identified. The writer will explain how the activity contributed to the development of this specific competency. (NB In the new version of the professional competencies, Competency 7 would be Competency 6 Differentiate teaching.)

Commenté [SP3]: Hyperlink embedded in the reflection at a relevant point. Specific reference to the trace.

Commenté [SP4]: Contextualized comments. The reader readily understands what the assignment involved.

Commenté [SP5]: The writer explains how this activity is personally meaningful to her/him in terms of the targeted competency.