

Planning for Effective Anglais Teaching and Learning in a Minority Language Context

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The anglais curriculum provides philosophical and theoretical ways of thinking and helps build common ground and common language for teachers to use to create classroom curriculum. Curriculum also represents a conceptual framework for learning growth – how learners, with their unique identities and their multiple ways of knowing, grow and deepen their anglais practices. Rather than representing development as a line, this anglais curriculum represents development as an expanding field.

The anglais framework and its wrap-around supports are designed to support teachers in building understandings of powerful teaching and learning, making decisions for planning, teaching, and learning based on multiple factors, and engaging in ongoing assessment to inform teaching and learning and to communicate growth and progress.

Each student and teacher brings his or her own cultural inheritances, world views, and lived experiences to learning. Curriculum is created in such a way that teachers and students can see themselves, their communities, and their own lived worlds within it. Curriculum is lived in learning spaces where students, teachers, and learning contexts merge and where all partners are “in the field”, learning their way around and participating fully in its culture. Teachers design meaningful learning experiences based on who’s in the classroom, what experiences they bring, and what new experiences they need to explore (See “Planning for Instructional Design”, p. 39-40).

Planning for Rich, Meaningful Learning Experiences and Deeper Understanding

Effective anglais planning, teaching, and learning provide opportunities to explore significant and complex ideas (e.g., extinction versus the topic of dinosaurs) and to consider questions for deeper understanding. Questions for deeper understanding can be used to initiate and guide rich learning experiences and give learners direction for developing deep understandings about a topic or issue. It is essential to develop questions that have potential for rich and deep learning.

The process of constructing questions can help learners to grasp the important disciplinary or trans-disciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning experiences in a lesson, or series of lessons, and help learners connect what they are learning to their experiences and life beyond school. Through these studies for deeper understanding, learners are given opportunities to engage in the four anglais practices.

By exploring broad questions and significant ideas, learners will be using language as sense making, system, exploration and design, and power and agency. When planning, teachers need to ensure that the learning experiences are rich enough to engage learners in all four practices. Considering significant and complex ideas that are rich enough to engage learners in the four anglais practices provides the “content” for anglais.

Unlike science or social studies curricula that indicate specific content to teach the practices of the discipline, anglais foregrounds the practices and allows teachers the flexibility to be responsive to the specific interests, contexts, and strengths of their particular learners.

Teachers could consider the following:

- topics of student interest
- topics or issues that arise in other curriculum areas
- literature themes

Using Lenses* to Plan Rich, Meaningful Learning Experiences

The following lenses provide a focus on language learning so that learners are able to enact the anglais practices while also providing opportunities for learners to explore and investigate complex issues, ideas, and questions about themselves and the world.

A **personal and philosophical lens** gives learners opportunities to explore their identity and their self-concept. Fostering the learning spirit inside each student comes from the heart and mind connection that is revealed through each student's reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?

A **social, cultural, and historical lens** gives learners opportunities to explore relationships with others, community, culture, customs, multiple ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?

An **imaginative and literary lens** gives learners opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres, such as fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world, and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry?

An **environmental and technological lens** gives learners opportunities to explore the natural and constructed worlds including the land, the sky, the sea, living things, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How does that natural and technological world affect and shape me?

When learners have opportunities to examine, investigate, and explore issues, ideas, and themes through the four lenses, they develop deep and flexible thinking. The lenses also support teachers in considering topics, issues, themes, and ideas from different perspectives: personal and philosophical; social, cultural, and historical; imaginative and literary; and environmental and technological. These lenses can also help teachers and learners deepen their foci for learning experiences. When planning, teachers should reflect on the use of the lenses over the course of the year to ensure a well-rounded, comprehensive engagement with anglais.

* Adapted from Saskatchewan Ministry of Education, *English Language Arts, Grade 3*, Regina, Saskatchewan, Saskatchewan Ministry of Education. Used with permission.

Each anglais area of study can be related to and developed through one or more of these lenses. All lenses can be used and applied at all grade levels. Each lens provides opportunities for integration with topics of study in other subject areas.

Using Lenses to Focus and Deepen Learning Experiences

The following chart provides examples of how lenses can be used to focus and deepen learning experiences in the Anglais course.

From	To
Learners learn about apples.	Learners explore ideas of sustainability through consideration of Canadian apple crops. (environmental)
Learners learn about fairy tales.	Learners explore the literary devices used in fairy tales and experiment with breaking conventions to create new texts. (imaginative and literary)
Learners read and study Shakespeare.	Learners consider <i>The Merchant of Venice</i> and other sources as artifacts in order to interrogate issues related to anti-Semitism in different periods of time, and from the perspectives of different cultures, values and beliefs. (social, cultural, historical)
Learners write a five-paragraph essay on character development in a novel study.	Learners examine and use persuasive writing in a variety of forms to communicate a position related to inquiry/study about whether identity is fixed or not. (personal)

Anglais planning designed around significant questions, themes, topics, and issues, can ensure that learners engage with and deepen their anglais practices in meaningful and multiple ways. The following pages present considerations for planning and a series of questions to guide planning for rich, meaningful learning experiences and deeper understanding.

PLANNING FOR INSTRUCTIONAL DESIGN

What to consider...	Instructional Design
Teachers consider the elements that are transferable from Français to the Anglais course, for example comprehension strategies, specific characteristics of different types of texts as well as the conventions related to reading, writing, speaking and listening.	<ul style="list-style-type: none"> • <i>which comprehension strategies are transferable from the Français to the Anglais course?</i> • <i>Can I invite students to make predictions, visualize the text or make inferences?</i> • <i>Do the chosen texts respect a certain structure? Have students seen this type of structure in Français texts?</i> • <i>What comprehension strategies will be utilized in a task? Have students used these strategies in their Français course?</i>
Over the course of the year, authentic learning experiences in the Anglais course can be structured around different prompts such as: <ul style="list-style-type: none"> • Student Interest • Big question • Topics or issues that arise in other curriculum areas; • Literature themes, author/genres 	What will we study? <ul style="list-style-type: none"> <input type="checkbox"/> Student Interest <input type="checkbox"/> Big Question <input type="checkbox"/> Author/genre <input type="checkbox"/> Cross Curricular <p>Note: the anglais course would be a small part of any cross-curricular design which would be developed in French.</p>
Teachers consider the lens* that will focus the thinking around the topics, the big questions, etc. For example, a novel can be considered through either a social/cultural/historical lens or an imaginative/literary lens.	How will we consider this study? <ul style="list-style-type: none"> <input type="checkbox"/> Personal/ Philosophical <input type="checkbox"/> Social/ cultural/ historical <input type="checkbox"/> Imaginative/literary <input type="checkbox"/> Communicative <input type="checkbox"/> Environmental/<i>technological</i>
Teachers consider some possible topics or “big questions” that could focus the study. These questions may change and will probably evolve as student have input.	What questions will focus our study? <ul style="list-style-type: none"> • <i>Based on lenses selected, what will be my initial question?</i> • <i>How will learners and I co-construct some inquiry questions?</i> • <i>How do I get to the heart of what needs to be learned?</i>
Authentic learning experiences engage students in all four ELA/Anglais practices. The experiences should also include assessment opportunities <i>for, as, and of</i> learning.	What authentic learning experiences will allow students to explore the “big questions” while enacting the practices (elements and descriptors)? <ul style="list-style-type: none"> • <i>How do these learning experiences contribute to authentic learning and how are they related?</i> • <i>What would be a logical instructional sequence?</i>
Planned instruction, based on what needs to be learned, should take place in whole group, small group, and individual contexts. It is part of the learning experiences or built into other structures.	How will my instruction focus on the targeted elements end descriptors (practices)? <ul style="list-style-type: none"> • <i>What are the targeted elements end descriptors?</i> • <i>How does my instruction meet both the whole class need as well as individual needs?</i> • <i>How will I co-construct criteria with my learners?</i>

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PLANNING FOR INSTRUCTIONAL DESIGN (Continued)

<p>Based on the targeted elements and descriptors, samples of student learning are collected as evidence for assessment for, as, and of learning.</p> <p>The data is collected using observations (O), conversations (C) and products (P).</p> <p>O: anecdotal notes in various learning contexts such as observing conversation within small groups, whole class discussions, etc</p> <p>C: conversations including conferences with individual and small groups;</p> <p>P: various products and processes such as journals, reading logs, etc.</p>	<p>I will gather data on student learning?</p> <ul style="list-style-type: none"> • <i>How will the data collection be built into the study?</i> • <i>What will it look like/sound like?</i> • <i>How will I know if students have acquired_____?</i>
<p>The data collected should inform the next set of learning experiences or could be used for reporting.</p>	<p>What will I do with this data?</p> <ul style="list-style-type: none"> • <i>How will I provide learners with timely and precise feedback to enhance learning?</i> • <i>How are learners sharing in the information from my data?</i> • <i>How will I encourage learners to reflect on their learning and set new goals?</i> • <i>How will I assure that learners develop independence?</i> • <i>How will I reflect on my planning, my lessons, my assessment practices to further enhance learning?</i> • <i>How will I use the data collected to determine the next steps?</i> <p>How will I report the data collected?</p> <ul style="list-style-type: none"> • <i>What does it look like for each of these report card categories?</i> <ul style="list-style-type: none"> ○ <i>Critical Thinking?</i> ○ <i>Reading?</i> ○ <i>Writing?</i> ○ <i>Listening/Viewing?</i> ○ <i>Speaking/Representing?</i>
<p>Resources</p>	<p>Considerations...</p> <ul style="list-style-type: none"> • <i>Do I have a sufficient variety of texts: oral, written, visual or multimodal?</i> • <i>Do I have a sufficient variety of texts to respond to learners' needs?</i> • <i>Why have I chosen these particular texts and what is their function?</i> • <i>How are these texts pertinent to the development of the theme/project/inquiry/questions and to enact the practices?</i> • <i>How will these texts support instruction and students' learning?</i>

Designing and Organizing Teaching and Learning within Rich and Meaningful Learning Experiences

Teachers can approach instructional design in various ways depending on purpose and needs. Teachers will want to consider designs that provide opportunity for learners to practise meaningfully in the discipline or the field of anglais, such as multi-genre thematic design, genre inquiry and/or interdisciplinary design, and author or genre study design, for example:

Multi-genre thematic design is built around a theme or topic and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the most common type of anglais design because it allows teachers to vary learning experiences within a broad theme or topic to suit the differing ability levels of learners while supporting their learning.

Genre inquiry and/or interdisciplinary design is usually built around a theme or topic that is related to one or more important questions for inquiry and research. The emphasis in an inquiry unit is on exploring the possible answers to a question or questions that the learners have about the theme or topic and then using inquiry processes to guide their work in the design. When the design is interdisciplinary, it considers and addresses both anglais practices while valuing other discipline-specific literacies.

An **author or genre study** design focuses on the works of a specific author or illustrator or on a specific genre (e.g., poetry). This focus considers the craft of writing and/or illustrating as well as thinking about big ideas around literature and writing.

In anglais classrooms, it is also important to plan for structures that allow for targeted instruction and practice of particular skills. This focused and responsive instruction and learning can be embedded in rich and meaningful learning contexts where focused teaching and learning relate directly to the topic, theme, or inquiry. For example, small group targeted instruction on particular reading processes can be embedded in and related to the larger theme, topic, or inquiry. Setting this focused work within rich learning experiences provides better opportunity for learners to engage meaningfully.

For example, teachers might use the following programmatic structures:

Workshop models: Workshop models provide a time structure that allows teachers to differentiate instruction and allows learners to use the anglais practices. The common components of a workshop model include the following: mini-lesson, goal setting, independent reading, writing, and conferring, small group instruction, response and reflection, and sharing.

Centre models: Centre models provide a structured way for learners to use anglais practices while the teacher either confers with individuals or small groups, or observes learners while they are engaged in work. Centres could include, for example, language play, independent reading and writing, inquiry and research groups, design space, and literature discussions.

Small group targeted instruction: Targeted instruction allows teachers to respond to specific needs of small groups of learners. Through assessment, teachers identify a common skill or strategy that several learners need and teaches to that need. Learners follow up with independent practice. Groups are formed based on need not on level of ability, and are frequently disbanded and reformed with different learners.

Routines: Teachers may address programmatic requirements by building in regular whole class routines. For example, when planning, teachers should ensure that time is set aside for read-aloud, shared reading or writing in addition to targeted instruction time.

LIENS ENTRE LES CADRES DE FRANÇAIS ET D'ANGLAIS

PROGRAMME FRANÇAIS

Fondements communs	
But	Développer chez les élèves la capacité de comprendre et de communiquer avec aisance, tout en exerçant leur pensée critique, peu importe la situation de communication.
Définition de « texte »	Le mot «texte » tient compte de la multimodalité des textes (p.ex. orale, écrite, gestuelle).
Environnement d'apprentissage riche	Les composantes communes d'un environnement d'apprentissage riche: <ul style="list-style-type: none"> • un contexte d'apprentissage authentique : signifiant, pertinent et engageant; • un climat de confiance permettant la prise de risque et la prise de parole; • la coconstruction; • l'utilisation de modèles langagiers; • l'étaiyage; • les groupements flexibles; • une variété de textes riches; • l'évaluation au service de l'apprentissage et en tant qu'apprentissage.
Fonctions de la langue	L'apprentissage des deux langues permet à l'élève : <ul style="list-style-type: none"> • de construire le sens; • de communiquer; • d'apprendre; • de réfléchir et d'exercer sa pensée critique; • de créer; • d'agir.
Domaines langagiers	Les domaines langagiers développés dans les deux cadres sont : <ul style="list-style-type: none"> • la lecture; • l'écriture; • la communication orale (écoute, expression orale et oral spontané); • l'interprétation et la représentation (p.ex. visuelle); • en anglais on inclut la visualisation.
Importance de la pensée critique	Volets de la pensée critique : <ul style="list-style-type: none"> • l'analyse et l'évaluation de l'information et des idées permet à l'élève de se façonner des points de vue sur des sujets et des problématiques qui lui tiennent à cœur. Il peut alors passer à l'action en créant des représentations et des textes qui expriment ces points de vue, démontrent son apprentissage et son engagement; • la réflexion.
Stades/Grade Bands	Les élèves ont besoin de temps pour approfondir leurs apprentissages. Les regroupements des niveaux scolaires en stades/Grade Bands sont cohérents. (p.ex. 5 ^e et 6 ^e forment un stade.)

Fondements communs (suite)

Rôle de l'enseignant :

- valorise la diversité culturelle et humaine;
- crée un climat accueillant et sécuritaire favorisant la prise de risque et la prise de parole;
- crée des contextes d'apprentissage authentiques, pertinents et engageants qui provoquent l'exercice de la pensée critique et de la créativité favorisant l'interaction;
- enseigne explicitement et crée des contextes variés où l'élève peut s'exercer, recevoir de la rétroaction et devenir de plus en plus autonome par rapport à ses apprentissages;
- favorise une pédagogie différenciée afin de répondre à la diversité des élèves;
- porte un jugement sur l'apprentissage des élèves en s'appuyant sur des preuves d'apprentissage planifiées (observations, conversations et productions).
- réfléchit sur sa pratique pédagogique.

Rôle de l'élève :

- crée des relations saines et harmonieuses avec ses pairs et les adultes autour de lui en valorisant la diversité culturelle et humaine;
- prend des risques sachant qu'il « apprend en faisant » des erreurs pendant l'apprentissage;
- met spontanément ses pensées en mots pour exprimer, par exemple, son point de vue, ses questionnements, ses choix, sa démarche;
- est actif dans la construction de ses apprentissages et participe à la création des critères d'évaluation;
- tient compte de la rétroaction reçue, l'analyse selon sa validité et se fixe de nouveaux buts;
- réfléchit sur ce qu'il sait et démontre de ses apprentissages de façons variés.

COMPARAISON DE L'ORGANISATION DES APPRENTISSAGES CADRES DE FRANÇAIS ET D'ANGLAIS - PROGRAMME FRANÇAIS

Français	Anglais	Similitudes
<p>Compétence visée de la maternelle à la 12^e année</p> <p>« L'élève pourra traiter l'information dans une démarche dynamique de construction et de négociation cognitives, langagières, identitaires, culturelles et interculturelles. »</p>	<p>« Practices and Elements » de la 4^e à la 12^e année</p> <p><i>The practice of using language as</i></p> <ul style="list-style-type: none"> – <i>power and agency</i> – <i>exploration and design</i> – <i>sense-making</i> – <i>a system</i> 	<p>La compétence visée dans le cadre français est l'équivalent de l'ensemble des quatre « practices » et des « elements » du programme d'études d'anglais.</p> <p>*Les « elements » caractérisent les « Practices » de la 4^e à la 12^e année.</p>
<p>Apprentissages incontournables par stades</p>	<p>« Descriptors » par « Grade Bands »</p>	<p>Ceux-ci :</p> <ul style="list-style-type: none"> • explicitent les attentes d'apprentissage; • font l'objet d'évaluations formatives et sommatives; • sont observables et mesurables; • se mettent, en général en pratique à l'oral, à l'écrit, par le visuel ou de manière multimodal; • sont orientées par des intentions de communication authentiques; • permettent beaucoup de flexibilité dans la création et la planification de tâches de communication signifiantes, pertinentes et engageantes; • sont progressivement plus complexes; • favorisent la pensée critique et créative dans un contexte multimodal.
Différences		
<p>Le cadre</p>	<p>La terminologie est différente. L'organisation des deux cadres est différente.</p>	
<p>Ressources internes et externes</p>	<p>Celles-ci</p> <ul style="list-style-type: none"> • permettent la réalisation des apprentissages incontournables et, par extension, de la compétence visée • peuvent faire partie des critères coconstruits ou fournis par l'enseignant permettant d'évaluer l'atteinte d'un apprentissage incontournable. • sont organisées par stade. 	
<p>« Observable behaviours »</p>	<p>Ce sont des exemples de preuves d'apprentissage (observations, conversations, produits et processus) permettant de confirmer les apprentissages.</p>	

RECONNAISSANCE DES ACQUIS EN FRANÇAIS

Practices	Elements	Descriptors
Practice of using language as sense-making	Use language acquisition of English and <i>français</i> to construct meaning and further own learning	Grade-Band 4 - Descriptors Learners are beginning to use a repertoire of language and cultural resources for different functions
Practice of using language as a system	Assess the similarities and differences between English and <i>français</i> rules and conventions in a variety of texts	Grade-Band 8 - Descriptors Learners are assessing and applying understanding of word and language construction to understand more challenging and unfamiliar texts and for clarity, precision and accuracy in own creations

Questions posées par l'enseignant	Réflexions de l'élève
<ul style="list-style-type: none"> What have you learned <i>en français</i> that can help improve your learning in English? How can you use it? What have you learned <i>en français</i> that will help you to extend and deepen your thinking in English? How will you do that? What have you learned <i>en français</i> that will help you to understand and interpret what you hear ? What you read? What you view? Tell me about that. Talk to me about what you use from <i>français</i> to help you to respond and communicate when you speak... when you represent... when you write. How do you make connections with what you have learned <i>en français</i> to help you analyse the similarities between <i>français</i> and English? How do you recognize interferences in order to use English appropriately? Can you give me an example? 	<p>Comment puis-je utiliser ce que je connais en <i>français</i> pour enrichir mes apprentissages en Anglais? :</p> <ul style="list-style-type: none"> communiquer mes idées dans un groupe; identifier des critères de réussite en Anglais; créer des textes variés pour différentes intentions; évaluer et sélectionner l'information pertinente dans un texte courant en Anglais; représenter mes apprentissages de différentes façons; réfléchir à mes apprentissages; réagir à une variété de textes; écrire correctement des mots; analyser les interférences pour créer une variété de textes; etc.