

Program Content

The content for this competency comprises collaborative strategies and processes and situations in which students apply what they have learned. As well, a repertoire of recommended texts has been provided.

collaboration process are taught and practised in contexts where they work together for a variety of purposes, e.g. reaching consensus on a shared problem, discussing an issue that is relevant to their lives such as censorship, producing a magazine or Web site. Here collaboration takes on a critical role since it is the foundation for the kind of inquiry-based learning the students will be doing throughout the three years of the program. See texts above, as well as Competency 2 (Reads and listens to written, spoken and media texts), and Competency 3 (Produces written, spoken and media texts).

Interaction With Peers and Teachers in Various Learning Contexts: Collaboration and Inquiry

Collaboration is an essential resource in the development of this competency. Throughout the Secondary English Language Arts program, the students are invited to work in pairs and small groups to accomplish shared goals. The social, communication and critical thinking skills that make up the

TABLE: Specific Social Strategies and Attitudes to Support Collaborative Learning

Understands and works within the dynamics of a group	Shares information, expertise, ideas, roles and responsibilities	Reaches understanding through discussion
<ul style="list-style-type: none"> – Clarifies the purposes and objectives of a particular group task – Reviews the roles and responsibilities of group members – Resolves conflicts <ul style="list-style-type: none"> • Uses ground rules such as how and when to disagree constructively • Remains open and responds constructively and flexibly to change • Respects the thoughts, opinions and contributions of others in a group – Accepts and provides feedback in a constructive and considerate way – Sets and respects time lines 	<ul style="list-style-type: none"> – Offers support and encouragement – Assumes leadership and/or supportive roles to advance work of group – Uses active listening strategies: <ul style="list-style-type: none"> • Expressing ideas tentatively • Asking questions, e.g. to help remember what is heard, to come to new understandings, to clarify understanding • Restating, verbalizing the message • Putting events in proper order and context • Summarizing so that everyone has an opportunity to agree or disagree with what was said – Demonstrates positive and supportive attitudes and a commitment to the group task 	<ul style="list-style-type: none"> – Poses relevant questions in order to extend own understanding – Suggests alternatives – Engages in constructive criticism – Supports the ideas and views of others – Disagrees in a cordial, constructive fashion

Inquiry-Based Learning: Process and Production

Students use collaborative talk to participate actively in the inquiry process as a way of constructing knowledge in the face of new problems and situations. Engagement in meaningful learning contexts that require following a process to plan, design or carry out a project or task from start to finish provides the students with resources and knowledge that will be important as they prepare for the world of work. Teachers should encourage cross-curricular and/or interdisciplinary topics and issues of interest and value to the student, in which

language plays a communicative role. The broad areas of learning reflect personal and social concerns pertinent to the world of the students, and thus offer many areas for investigation and development. For example, in the area of Personal and Career Planning, they can be encouraged to consider the world of work and the potential occupations and careers available to them. As well, the reading and production competencies offer many examples of issues that may be selected for further inquiry-based exploration.

TABLE: Process and Production

Process and Production	Examples
<ul style="list-style-type: none"> – Uses strategies to generate, clarify and expand ideas 	<ul style="list-style-type: none"> – Brainstorming, collaborative talk, questioning
<ul style="list-style-type: none"> – Identifies issues, questions, problems that are of significance to the group and that may arise from reading and producing activities 	<ul style="list-style-type: none"> – Should the government censor books, movies, TV shows?
<ul style="list-style-type: none"> – Defines the issue, problem to be researched by asking questions 	<ul style="list-style-type: none"> – What are the questions that are critical to this issue? What should we do with what we learn? Who should we talk to or interview? What other resources do we need?
<ul style="list-style-type: none"> – Develops a research process to collect data 	<ul style="list-style-type: none"> – Interviewing, conducting a survey, videotaping, observing, using the practical knowledge and experiences of the group
<ul style="list-style-type: none"> – Collects data from a variety of sources 	<ul style="list-style-type: none"> – Magazine articles, TV documentaries, photographs, Internet, interviews
<ul style="list-style-type: none"> – Considers how to present findings, depending on purpose and audience 	<ul style="list-style-type: none"> – To report on a school problem to parents and teachers, to share ideas and understanding about a film to peers
<ul style="list-style-type: none"> – Follows a process to produce a spoken or multimodal text 	<ul style="list-style-type: none"> – Develops a plan and drafts spoken text, using mind-mapping computer programs designed specifically for this purpose, rehearses, giving and accepting feedback; revises text based on feedback, changing requirements, offering new information
<ul style="list-style-type: none"> – Draws on technology, visual texts, where appropriate, to support information and ideas in a spoken text 	<ul style="list-style-type: none"> – Uses Microsoft® PowerPoint®, mind-map and Web computer programs, as well as a multimedia projector
<ul style="list-style-type: none"> – Presents spoken text to audience in mostly informal settings 	<ul style="list-style-type: none"> – Participates as a member of a group – Shares individual ideas
<ul style="list-style-type: none"> – Reflects on effectiveness of text in order to improve future productions 	<ul style="list-style-type: none"> – Monitors the success of a project or task; self-evaluates own and group process and performance, identifying ways to improve

Repertoire of Texts

In the competency *Uses talk/language to communicate and learn*, it is expected that students will have multiple opportunities to talk for different purposes and in a variety of contexts. For example, it is through opportunities to talk with teacher and peers that they learn how authors and readers convey meaning in written and media texts. Through talk, the students “think aloud” in order to develop new understandings. The teacher’s expertise is

explicitly and continuously shared as the students work with peers in the context of meaningful, collaborative activity. Students should also share their learning with others. The most powerful opportunities for talk will come from their own interests. For example, they may investigate the world of work and potential careers. All of these reasons for talk in the classroom lead to the texts that they construct.

Types of Texts

- A group presentation using multimodal texts, e.g. the results of an integrated project or inquiry
- Sharing information and ideas with others, e.g. peer tutors, study buddies, small class groups
- Responding to literary and information-based texts, e.g. literature circles
- Problem solving: developing ideas and solutions in collaborative groups
- Self-evaluation: talking about own learning, strengths, e.g. teacher-student conferences, interviews