

Course
ANG-3103-1
Communicating Information

English as a Second Language



Introduction

The goal of this 25-hour course, the third of three courses in Secondary III (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- broaden knowledge of informative texts that provide and request information related to personal needs and interests
- write or produce short informative texts to convey and obtain information related to personal needs and interests

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to obtain and convey factual information on simple, familiar and routine matters. They will be able to obtain this information by reading, listening to and viewing moderately complex, informative texts and by talking with others. They will also be able to understand, write or produce short informative texts.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Communicating Information* are shaded in the table below.

| Competencies | Key Features |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Interacts orally in English (C1)</i> | <ul style="list-style-type: none"> – Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator |
| <i>Reinvests understanding of texts (C2)</i> | <ul style="list-style-type: none"> – Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer |
| <i>Writes and produces texts (C3)</i> | <ul style="list-style-type: none"> – Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer |

For information on these competencies, please refer to the following sections:

- *Interacts orally in English (C1)*, Chapter 3, Section 3.2
- *Reinvests understanding of texts (C2)*, Chapter 3, Section 3.3
- *Writes and produces texts (C3)*, Chapter 3, Section 3.4

Although only C2 and C3 are targeted in this course, C1 is implicit as speaking activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the three processes suggested for this course are illustration in the table below.

| Processes | Phases |
|-------------------|-----------------------------------------|
| Response | Planning (tasks) |
| Writing | Mobilizing resources (performing tasks) |
| Production | Reflecting (on completed tasks) |

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

| Strategies | | |
|----------------------|-----------------------|-----------------------------------------------------------|
| Communication | Verbal | Rephrasing Simplifying |
| Learning | Cognitive | Skimming for main idea/general information Note-taking |
| | Socioaffective | Asking for and giving constructive feedback |
| | Metacognitive | Setting goals Transferring knowledge to new contexts |

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

| Cross-Curricular Competencies → Subject-Specific Competencies ↓ | Uses information | Solves problems | Exercises critical judgment | Uses creativity | Adopts effective work methods | Uses ICT | Cooperates with others | Achieves his/her potential | Communicates appropriately |
|--------------------------------------------------------------------------|------------------|-----------------|-----------------------------|-----------------|-------------------------------|----------|------------------------|----------------------------|----------------------------|
| Interacts orally in English | | | | | | | | | |
| Reinvests understanding of texts | ■ | | | | ■ | ■ | | | |
| Writes and produces texts | ■ | | | | ■ | ■ | | | ■ |

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks in this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel that it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Family of Learning Situations and Language Functions

Informing

- Classifying information (e.g. relevant/irrelevant; essential/secondary)
- Asking for and giving factual information related to needs and interests
- Identifying and communicating personal wants, needs, interests

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives

- Proper (e.g. *Canadian, American, British*)

Nouns

- Proper (e.g. *Sunday, January, Québec*)

Other Linguistic Structures

- Indefinite quantities (e.g. *some, any, little, much*)

Vocabulary (related to)

- Broad areas of learning (e.g. Media Literacy; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Adopts effective work methods; Uses information and communications technologies; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. health; employment, education; consumer goods, services)

Semantics

- Abbreviations and acronyms (e.g. in ads, brochures and posters)
- Antonyms (e.g. *old/new; buy/sell; enjoy/dislike; slow/fast; near/far*) and synonyms (e.g. *tiny/little; clothes/garments; purchase/buy; fast/quickly; near/close to*)
- Cognates (e.g. *large, chance, patience*) and false cognates (e.g. *form, sympathetic sensible*)
- Homophones (e.g. *add/ad; made/maid; real/reel; inn/in*)
- Phrasal verbs: inseparable (e.g. *look after; look into*)
- Prefixes/suffixes (e.g. *dis-:dislike; -cian: musician*)

Phonology

- Any elements from ANG-3101-2 and ANG-3102-1 required for oral or multimedia productions

Orthography

- Abbreviations (e.g. *Mr., Mrs., Miss, Ms.*; provinces/states; streets, months)

- Basic punctuation (e.g. periods, question marks, commas)
- Basic spelling rules (e.g. dropping the final [e]; dropping the final [y]; [i] before [e] except after [c])
- Capitalization (e.g. days, months; places; proper nouns)
- Irregular plurals (e.g. *man/men; woman/women; child/children; person/people*)
- Plurals (e.g. nouns ending in [-s], [-ss], [-sh], [-ch], [-x], [-o]; nouns ending with a consonant + [y]; some nouns ending in [-f] or [-fe])

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information pertinent that is to this course.

- Agreement
 - person, number, gender, case
 - pronoun antecedent
 - verb
- Organization of ideas
 - general to specific

Textual Organization

Selected text type: information-based

- Knowledge of internal features
 - appropriate language register when obtaining and conveying factual information related to personal needs and interests
 - text development (introduction, body and conclusion) in letters or notes, and layout or text components in other types of written texts and multimedia productions (e.g. classified ads: title, category, type of listing, region, contact; e-mails: sender's electronic address, recipient's electronic address, "Cc" field, "Subject" field, body, signature, attachment; short letters: inside address, attention line, subject line, salutation, body, complimentary closing)
- Knowledge (i.e. recognition) of external features
 - context (e.g. applying for a job, finding a roommate, offering transportation, participating in a community event)
 - purpose: informing (i.e. any of the bulleted items under Functional Knowledge)
 - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. members of a social club, employers, teachers)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture in Québec by considering the differences in language register of various types of written and produced texts used to obtain or convey factual information. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, “families of learning situations” correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The family of learning situations tied to subject-specific competencies targeted in this course is shaded in the table below.

| Family of Learning Situations | |
|-------------------------------|------------------|
| ► | Informing |
| | Expressing |
| | Persuading |

Informing is the family of learning situations targeted in this course. It is associated with the communication functions or communicative purposes of asking for and giving factual information, and identifying, classifying and communicating information.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Media Literacy as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

| Broad Areas of Learning  Subject-Specific Competencies  | Health and Well-Being | Career Planning and Entrepreneurship | Environmental Awareness and Consumer Rights and Responsibilities | Media Literacy | Citizenship and Community Life |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------|------------------------------------------------------------------|----------------|--------------------------------|
| Reinvests understanding of texts | | | | ■ | ■ |
| Writes and produces texts | | | | ■ | ■ |

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Media Literacy, adult learners may develop the necessary skills to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents.

By considering issues related to Citizenship and Community Life, adult learners may become familiar with certain rules of conduct in our society.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

a) Job Offers

A friend of yours has told you about Web sites that post ads for summer jobs. You read the job descriptions and decide to apply. You fill out an application form (either an on-line version or a printable copy) or, if neither is available, you send a short letter (standard or electronic) which gives the prospective employer information about yourself, the job you would like to fill and your experience or qualifications.

b) Roommate Wanted

You have been accepted at an out-of-town school. Because your budget is limited, you decide to advertise to find a suitable roommate with whom to share your apartment. Write an ad to be posted on a Web site or to be put up on your school's bulletin board specifying information about the apartment and the type of candidate you are looking for. Prepare a short questionnaire or application form for candidates.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- broaden knowledge of various informative texts that provide and request information related to personal needs and interests
- interpret information conveyed in informative texts that are read, listened to and viewed
- write and produce short, informative texts to convey and obtain factual information

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by classifying and communicating relevant information (e.g. directions, identity, location, manner, quantity, reason, relationship, time).

Texts used for broadening knowledge of informative texts may consist of:

- | | |
|--------------------------------------|-------------------------------|
| ○ notes | ○ interviews |
| ○ short letters | ○ ads, announcements |
| ○ electronic messages | ○ video clips |
| ○ simple contracts | ○ recorded telephone messages |
| ○ application and registration forms | ○ podcasts |
| ○ short surveys | ○ instructions |

Written texts should be one or two paragraphs long. Live or video-mediated texts could be as long as 30 minutes; audio-mediated texts, no longer than 2 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Adult learners will be able to write or produce texts for familiar or unfamiliar audiences. They will be able to write or produce texts that ask for and give factual information related to personal wants, needs and interests. They will be able to convey or request relevant information (e.g. directions, identity, location, manner, quantity, reason, relationship, time), using mostly simple and progressive forms of present, past and future tenses and everyday vocabulary. Both the language register and text arrangement of the interaction will be appropriate to the context. The information, presented mainly in single-clause sentences, will be organized into a logical text, although it may include discourse patterns that are often typical of the mother tongue.

In this course, written or produced tasks will be based on conversation with others, on written, audio, live or video-mediated texts. Texts may include notes, letters or electronic messages that are one or two paragraphs long or composed of 25 to 50 words, depending on the text type and context; 15- to 20-item printed or electronic forms that deal with personal information; and multimedia texts that are 1 to 2 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.

Evaluation Criteria for the Competencies Targeted by the Course

| Competencies | Evaluation Criteria |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Reinvests understanding of texts (C2)</i> | <ul style="list-style-type: none"> • Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task |
| <i>Writes and produces texts (C3)</i> | <ul style="list-style-type: none"> • Coherence of the content • Clear formulation of the message |