Course
ANG-4104-2
An Issue Close to My Heart

English as a Second Language

Introduction

The goal of this 50-hour course, for which adult learners can earn supplementary credits in second language, is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- construct the meaning of informative, expressive and persuasive texts so as to extend their knowledge of personally relevant issues

- communicate factual information, relate experiences and attempt to influence behaviour or perceptions by producing written, multimedia texts or oral presentations on personally relevant issues

- ask and/or respond orally to questions and reactions of others following presentations of written, oral or multimedia texts on personally relevant issues

By the end of this course, adult learners will be able to apply their knowledge of the English language, such as language functions, grammar and vocabulary, in order to read moderately complex texts such as pamphlets, leaflets, letters, magazine articles and reports. They will be able to write and produce written, multimedia texts or oral presentations that communicate factual information, relate experiences and attempt to influence others. They will be able to understand and participate in conversations, discussions, informal debates, question periods or interviews related to these issues.

Subject-Specific Competencies

The three subject-specific competencies targeted in the course *An Issue Close to My Heart* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– 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

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. Given that all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the four processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks) Mobilizing resources (performing tasks) Reflecting (on completed tasks)
Response	
Writing	
Production	

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**	Asking for repetition/clarification Recognizing and correcting inaccuracies
Learning	**Cognitive**	Skimming Practising to improve skills
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Planning steps related to a task Self-evaluating

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.

Subject-Specific Competencies ↓ / Cross-Curricular 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 for 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 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 knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing
- Identifying and describing causal relationships
- Understanding, explaining and discussing factual information related to issues of personal relevance

Expressing
- Admitting/denying wrongdoing
- Apologizing for a misdeed/misconduct/offense
- Criticizing/condemning/denouncing people, acts, situations, events
- Praising/commending people or actions
- Understanding and expressing approval/disapproval of stated opinions or views related to personal issues and experiences
- Understanding and expressing feelings, opinions, viewpoints related to personal issues and experiences

Persuading
- Asking for and giving advice related to personally relevant situations
- Influencing perceptions
- Promoting certain behaviours, actions
- Understanding and giving instructions
- Understanding and suggesting solutions/resolutions to problems

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 pertinent to this course.

- All elements from ANG-4101-2, ANG-4102-1 and ANG-4103-1.

Vocabulary (related to)
- Broad areas of learning (e.g. Health and Well-Being; 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. relationships; responsibilities; entertainment, recreation, lifestyles; community services)

Semantics
- Antonyms (e.g. *danger/safety; praise/blame; real/imaginary*) and synonyms (e.g. *guard/protect; profit/gain; prohibited/forbidden*)
- False cognates (e.g. *sensible/sensible; sympathetic/sympathique; touchy/touché*)
- Heteronyms (e.g. *insert; frequent; diverse*)
- Phrasal verbs: separable (e.g. *think through; turn down; work out; calm down; clean up; live down; stand up; think over*)
- Prefixes/suffixes (e.g. in- :*inability*, *inappropriate*; prim-: *primary*)
- Similes (e.g. *as free as a bird; lie like a rug; smoke like a chimney*)

Phonology
- Any elements from ANG-4101-2 and ANG-4102-1 required for oral or multimedia productions
- Voiced and voiceless interdental fricative -*th* as [θ] or [∂] (e.g. *these, thin*)
- Relaxed pronunciation, including linking/blending (e.g. *am not* + verb + *ing* / *ain't* + verb + *ing*)

Orthography
- *Abbreviations/a*cronyms (e.g. associations, groups, health-related, viruses)
- Basic spelling rules (suffixes: e.g. doubling the last consonant in one- or two-syllable words)
- Capitalization (e.g. salutations, complimentary closings, holidays)
- Plurals (hyphenated compound words: e.g. *mothers-in-law, three-year-old girls*)
- Punctuation (e.g. apostrophes: possessive case; colons: with lists)
- Verb inflection (e.g. -*s*, -*ed*, -*ing*)

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 that is pertinent to this course.

- All elements from ANG-4101-2, ANG-4102-1 and ANG-4103-1.

Textual Organization

Selected text types: information-based and popular

- Knowledge of internal features
  - appropriate language register when communicating information, relating experiences and influencing behaviour or perceptions
  - text development (introduction, body and conclusion) in oral texts (e.g. interviews, discussions), and layout and components of written or multimedia texts (e.g. title, organization, message, photos and graphic material, sound effects)
- Knowledge (i.e. recognition) of external features
  - context (e.g. producing a pamphlet to raise awareness of the needs of the elderly; creating a Web page to communicate information on maintaining good health; writing a petition to denounce an unfair practice)
  - purpose: informing, expressing and persuading (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. human rights advocates, victims of racial discrimination)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture in North America by examining language register and the level of language formality required for different audiences when attempting to influence behaviour or perceptions. 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 families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
►   **Informing**
►   **Expressing**
►   **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with gathering, analyzing, comparing, understanding and relaying factual information. **Expressing** is associated with stating and finding out about feelings, opinions and viewpoints. **Persuading** is associated with influencing behaviour, actions and perceptions.

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. Health and Well-Being and 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
Interacts orally in English	■				■
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 Health and Well-Being, adult learners may develop better knowledge of the impact of their choices on health and well-being (e.g. awareness of the influence of behaviour and attitudes on psychological well-being).

By considering issues related to Citizenship and Community Life, adult learners may develop a greater sense of participation, cooperation and solidarity (e.g. exercise of leadership in various ways).

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.

In these learning situations, adult learners are presented with the following scenarios:

a) HIV/AIDS Prevention

You would like to help raise awareness of HIV/AIDS prevention and the need for moral and financial support for those afflicted by this disease, and their families and friends. You decide to set up a discussion forum which allows people to ask questions and discuss misconceptions that often lead to the exclusion of victims of this disease. You prepare a pamphlet that includes factual information on the subject and publicizes your event. You produce written, audio or video ads promoting prevention. You edit your production and then, if you wish, you may broadcast it on a Web site.

b) Peer Pressure

You watched an English TV program about peer pressure among teenagers and young adults. The program mentioned that teens are often pressured by peers to do things such as skipping classes, late night partying, drinking, smoking, experimenting with drugs, changing their clothing style, dying

their hair, getting a tattoo or a piercing, running away from home, joining a gang and even committing criminal acts. You believe that this is an important issue and one that most people must confront at some point in their lives. You would like to sensitize others to the difficulties associated with peer pressure, so you decide to produce a written document which recounts experiences and gives practical advice. In order to enhance your message, you also produce a multimedia presentation. You then present these texts to others and discuss any questions or reactions they may have.

End-of-Course Outcomes

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

- communicate orally to report factual information, relate experiences, attempt to influence behaviour or perceptions and ask and/or respond to questions

- interpret information conveyed in informative, expressive and persuasive texts

- produce written, multimedia texts or oral presentations

Adult learners will be able to understand, explain, discuss and present factual information; express feelings, opinions and viewpoints. They will be able to give advice and suggestions related to personal issues, situations and experiences. They will be able to interact orally to criticize certain situations or events and will have the ability to express approval or disapproval of stated opinions or views.

Adult learners will be able to ask and/or respond to questions (e.g. the characters being discussed, their relationships, the chronology of events, a possible issue, outcomes or solutions, feelings, opinions, views) using forms of present, past, future simple tenses and some progressive and perfect forms. They will be able to use simple and compound sentence structures. Both the language register and text development of the interaction are appropriate for the context. Adult learners use relatively plain language with some idioms and their discourse is reasonably fluent with occasional hesitation and pauses. In this course, oral interaction tasks may include conversations, discussions, informal debates, question periods as well as interviews based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 3 to 5 minutes in length, depending on the context. Question periods follow multimedia or oral presentations. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

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 and organization of ideas. They will be able to answer questions by identifying and communicating pertinent information (e.g. the characters being discussed, their relationships, the chronology of events, a possible issue, outcomes or solutions, feelings, opinions, views).

Texts used for developing and demonstrating comprehension may consist of:

- pamphlets
- leaflets
- letters
- magazine articles

- documentaries
- reports
- blogs
- action plans

- podcasts
- discussions
- interviews
- debates

The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 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 produce written, multimedia texts or oral presentations that present factual information, relate experiences and attempt to influence behaviour or perceptions. Texts include: conventional written messages or letters that are two or three paragraphs long or composed of 50 to 150 words of a personal or formal nature, depending on the text type and context. Multimedia texts or oral presentations are 2 to 3 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.4.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message