PROGRAM OF STUDY
ENGLISH LANGUAGE ARTS
Subject Area: Languages

ADULT GENERAL EDUCATION

DBE
Diversified Basic Education

ENSEMBLE on fait avancer le Québec

Québec

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Chapter 1

Introduction

1.1 Contribution of the Subject to the Education of Adult Learners

The English Language Arts (ELA) program contributes to the education of adult learners in their development of:

- knowledge of language, i.e. knowledge of grammar, syntax and sentence-construction; vocabulary and spelling; punctuation and capitalization rules; aesthetic, figurative, neutral and connotative language; as well as other forms of communication such as body language and media language
- subject-specific competencies, i.e. the ability to use a collection of resources to understand and create oral, written and media texts that clearly communicate a message
- language processes that are instrumental to the comprehension, interpretation and production of texts
- communication and learning strategies that are transferable to many everyday situations

1.2 Approach to the Subject

Key Concepts

The program fosters an approach based on current theories and research about language use and language learning. Some of the program's key concepts will be familiar to readers who have read the Secondary English for Adult Learners (SEAL) program. These include:

- responding to, interpreting and producing texts as a means of constructing meaning
- collaborative learning as a means of creating a community within the classroom
- learning-by-doing
- learning in communication contexts that reflect everyday situations

Additional concepts, which may or may not be familiar to teachers, include the social functions of texts, text genres and stance.

Social functions

In this program, the concept of social functions refers to the roles texts perform in the lives of language users according to their needs and social activities. For example, the social function of a text such as a debate is to support a point of view with logical arguments in order to persuade other people to endorse it. A particular debate text will be meaningful and useful only to those who have an interest in understanding the complexities of the issue being debated. In general, texts are created and shaped to reach a specific audience for specific reasons. In order to fully understand these texts, adult learners need to be able to identify the texts' social functions.

Text Genres

Numerous classification systems exist to categorize texts. This program has adopted the term "genres" for its classification system and included seven broad genres, each named according to its respective social function. The genres and their social functions are illustrated in the table below.

Genre	Social Function
Planning Texts	To facilitate the formulation and organization of ideas, actions or steps and provide a way of tracking progress and learning
Reflective Texts	To promote reflection on social issues, and personal viewpoints, choices and learning processes so as to develop awareness and critical thinking
Informative Texts	To provide a reliable and neutral account or synthesis of actual things, events, situations or natural/social/cultural phenomena
Explanatory Texts	To explain specific procedures and processes or provide answers concerning how and why natural/social/cultural phenomena occur
Narrative Texts	To depict human experiences and themes in an imaginative way and stimulate an interpretive, reflective or affective response
Persuasive Texts	To promote a product, an idea or an ideology and influence personal/social behaviour or opinion
Argumentative Texts	To present and support a point of view on an issue through the use of rhetoric, detailed evidence and clearly connected logical arguments

Table 1 – Text Genres

Few texts qualify as pure representatives of any one genre. In fact, many everyday texts fall under two or more genres and therefore have more than one social function. Some contemporary documentaries, for example, are persuasive as well as informative. To keep up with the times, adult learners need to identify when such texts switch from one genre to another. Furthermore, adult learners need to create texts which contain elements of several genres in order to develop their competency in the English language as well as their critical judgment, one of the targeted cross-curricular competencies.

As adult learners develop the subject-specific competencies, they learn about the social functions of texts and their corresponding genres. At the same time, they learn about the features, codes and conventions associated with various text types. As a result, adult learners become competent language users who consciously and effectively use a collection of resources when communicating with others.

Stance

To put it broadly, the notion of stance refers to the position or attitude adopted by a reader, listener, speaker, writer or producer towards the personalities, events or issues presented in a given text.

Readers adopt a stance that is tied to their purpose for reading. There are, in fact, two basic reading stances: an aesthetic stance and an efferent stance. The following examples illustrate the difference between the two.

Readers who adopt an aesthetic stance when approaching a narrative text, for example, may make sense of the text by trying to relate personally to the characters and events in the scenes that enfold. Readers who adopt this stance may also focus on the changing thoughts and feelings prompted by these scenes, or they may concentrate on the text's aesthetic language: the words, images, rhythms and sounds in the text that add to its beauty.

In contrast, readers who adopt an efferent stance when approaching the same narrative text may read to locate specific facts and examples, determine the chronology of events or learn about the text's historical or social backdrop. Readers who adopt an efferent stance may also read in order to evaluate the persuasiveness of an argument advanced by the narrator or by one of the characters.

Just as readers at times adopt an efferent stance when reading narrative texts, so do readers at times adopt an aesthetic stance when reading informative texts. For instance, readers of an information-based text such as a news article may shift their focus to the appealing nature of the text's language, images or style. As the readers' way of approaching a text shifts, their stance shifts accordingly. It is, however, important to note that with specific text types, either an aesthetic or an efferent reading stance will be the most suitable for readers on the whole.

Adopting a stance is not restricted to readers: speakers, writers and producers also adopt a stance when they communicate. Their stance is tied to their communication purpose, which may be to stimulate the imaginations or emotions of their audience members, persuade them to adopt a certain way of thinking or simply provide them with information. Once speakers, writers or producers have determined their stance, they can communicate it in several ways. They can do so through their linguistic choices, such as their use of neutral, concise language or connotative language that has emotional, intellectual or aesthetic appeal. They can do so through their delivery or presentation style, and their choice of images or sounds. Or they can do so through their gestures, facial expressions, word emphasis, voice tone and so on (e.g. to communicate their level of enthusiasm for, or interest in, their subject).

In conclusion, speakers, writers and producers, like readers, may choose to focus on a text's aesthetic, informative or persuasive aspects.

1.3 Connections Between the Subject and the Other Elements of the Diversified Basic Education Program

1.3.1 Connections With the Broad Areas of Learning

The five broad areas of learning are topics that concern every individual at some point in his/her life. They thus provide a meaningful context for learning situations and serve as the basis for those that teachers create. The five broad areas and their educational aims are illustrated in the table below.

Broad Area of Learning	Educational Aim
Health and Well-Being	To ensure that adult learners develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality
Career Planning and Entrepreneurship	To enable adult learners to make and carry out plans to develop their potential and help them integrate into society
Environmental Awareness and Consumer Rights and Responsibilities	To encourage adult learners to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment
Media Literacy	To enable adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights
Citizenship and Community Life	To enable adult learners to take part in the democratic life of the classroom or the community and develop an attitude of openness to the world and a respect for diversity

Table 2 – Broad Areas of Learning

Health, employment, environmental concerns and media or social issues are among some of the topics that adult education language teachers have drawn upon as contexts for learning situations in previous language arts programs. Although the terminology used to describe these topics may be slightly different and the purpose for their integration more defined in the present program, broad areas of learning remain elements that allow adult learners to make a connection between classroom learning and everyday situations.

For more information on the five broad areas of learning, refer to the General Introduction to the Programs of Study.

1.3.2 Connections With the Cross-Curricular Competencies

Cross-curricular competencies are generic skills that enable adults to integrate knowledge. This integration helps adults adapt to a variety of everyday situations and develop the ability to continue

learning throughout their lives. The nine cross-curricular competencies cut across subject boundaries and fall under four categories, as illustrated in the table below.

Categories	Cross-Curricular Competencies
Intellectual	• Uses information • Solves problems • Exercises critical judgment • Uses creativity
Methodological	• Adopts effective work methods • Uses information and communications technologies
Social	• Cooperates with others • Achieves his/her potential
Communication-related	• Communicates appropriately

Table 3 – Cross-Curricular Competencies

The cross-curricular and subject-specific competencies tend to develop concurrently. For instance, when adult learners convey an idea orally or in writing, they develop the cross-curricular competency *Communicates appropriately.* When they apply language processes associated with the subject-specific competencies, they develop the cross-curricular competency *Adopts effective work methods*. To take another example, when learners evaluate the accuracy and relevance of the information they have obtained from Web sites or media programs, they develop the cross-curricular competency *Exercises critical judgment* and *Uses information and communications technologies.*

For more information on the cross-curricular competencies, refer to the General Introduction to the Programs of Study.

1.3.3 Connections With the Other Subject Areas

The ability to understand and communicate information is firmly based on language ability. English is thus a natural vehicle for accessing information in other subject areas. Conversely, knowledge acquired in other subject areas can be reinvested in the ELA classroom: this knowledge can help adult learners develop their overall communicative competence. It is by recognizing and establishing meaningful connections between ELA courses and other subjects that adult learners develop their ability to transfer the use of information, resources and effective learning strategies to new situations.

ELA teachers can create learning tasks that require adult learners to draw upon the knowledge and competencies developed in other subject areas. For instance, ELA teachers can have adult learners interpret information-based texts that include graphs, statistics and diagrams, thereby giving learners the opportunity to reinvest in the ELA classroom what they have acquired in Mathematics, Science and Technology.

Similarly, ELA teachers can have adult learners reinvest knowledge they have developed in the Social Sciences—their knowledge of geography and history, for example—when they discuss or write about environmental issues and topics such as citizens' rights and social conditions.

It is by participating in learning situations related to their personal experiences, needs and interests that adults learn how to use their strengths and to develop ways of solving problems encountered in their personal and social lives. Personal development, in other words, is an integral part of the ELA classroom.

Chapter 2

Pedagogical Context

Two conditions are necessary for developing competencies in every subject area: relevant learning situations and the effective use of educational resources.

2.1 Learning Situations

In order to allow the development of the ELA competencies, a learning situation must be meaningful, open-ended and complex.

A meaningful learning situation:

- helps adult learners easily see connections between the tasks carried out in the classroom and their possible reinvestment in everyday life
- refers to current events or matters connected to the broad areas of learning

An open-ended learning situation:

- allows adult learners to explore more than one solution to an issue
- involves various tasks and activities
- supports the use of various research and communication resources
- lends itself to productions of different types

A complex learning situation:

- prompts adult learners to mobilize a variety of resources

In short, a meaningful, open-ended and complex learning situation encourages adult learners to connect elements such as knowledge of language, the broad areas of learning, the cross-curricular competencies and possibly other subject areas. It encourages adult learners to seek, select, gather, analyze and synthesize various types of information. Last but not least, a meaningful, open-ended and complex learning situation encourages adult learners to reflect on their learning process.

2.2 Families of Learning Situations

The Diversified Basic Education Program uses the term “families of learning situations” to describe groupings of learning situations that vary in style and complexity but share some common characteristics. The three families of learning situations and several of their characteristic text types are illustrated in the table below.

Family of Learning Situations	Text Types
Exploring and creating literary diversity	• Songs, poems, short stories, novels, films and plays
Seeking and imparting information	• Oral, written and media reports, documentaries, polls and surveys, interviews, job literature and research material
Developing and supporting a stance	• Debates, film reviews, advertisements, opinion blogs, letters of complaint and essays

Table 4 – Families of Learning Situations

As illustrated above, each family of learning situations has two verbs. This combination ensures the simultaneous development of at least two subject-specific competencies and clearly demonstrates the interplay between them.

Exploring refers to viewing, reading or listening to, examining and discussing a wide assortment of literary texts. **Creating** refers to writing, producing or orally presenting literary texts similar to some of the texts explored in class.

Seeking refers to gathering, examining, interpreting and evaluating information in various types of texts. **Imparting** refers to the relaying of information in oral, written and media texts.

Developing refers to formulating, clarifying and adjusting the stance adopted (see Stance, Section 1.2). **Supporting** refers to stating and elaborating on the reasons for the stance adopted.

2.3 Educational Resources

It is through the mobilization and effective use of various resources that competencies are demonstrated. The different types of resources and some examples are provided in the table below.

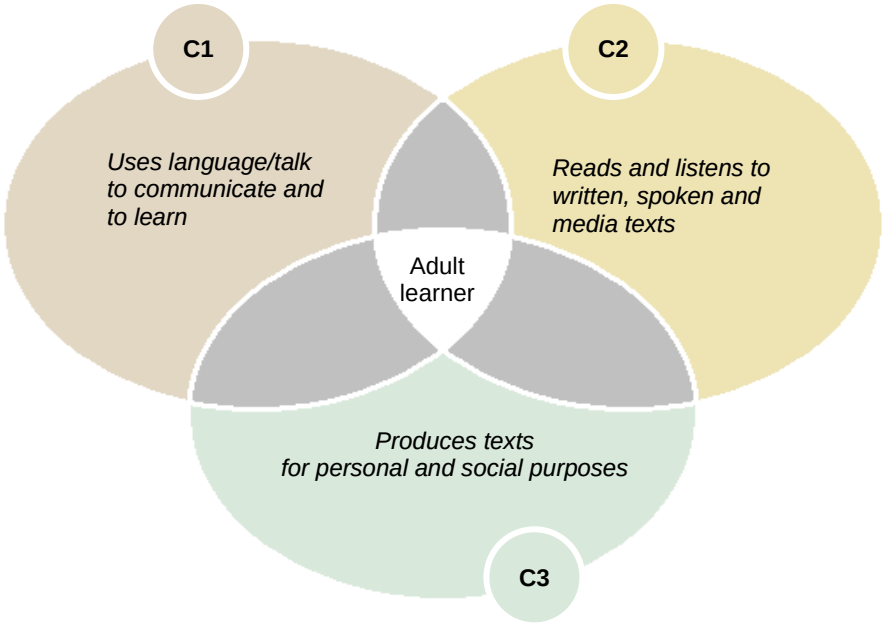
Type of Resources	Examples of Resources
Personal	• Prior knowledge • Past experiences • Skills and abilities
Conceptual	• Subject-related knowledge (textual and linguistic elements) • Subject-related processes • Strategies (communication and learning)
Informational	• Articles, academic texts, magazines, Web sites • Databases • Dictionaries, thesauri • Grammar books • Paper or digital references
Material	• Audio/video recorders, editors, players • Data storage devices • Projection and video conferencing equipment • Software and hardware
Institutional	• Community resources • Libraries • Local industries • Museums • Public and parapublic organizations
Human	• Community members or representatives • Experts • Peers • Teachers

Table 5 – Educational Resources

Chapter 3

Subject-Specific Competencies

The ELA program for Secondary III, IV and V focuses on the development of three subject-specific competencies. They are illustrated in the diagram below.



(Diagram 1)

3.1 How the Subject-Specific Competencies Work Together

The program fosters interplay between the three subject-specific competencies (C1, C2, C3 in the diagram above) and provides adult learners with a variety of language models such as media reports, interviews, business letters, advertisements, songs, opinion blogs, newsletters, commentaries, documentaries, debates, novels, essays and research papers. The inclusion of different language models provides adult learners with a rich assortment of vocabulary, images and ideas to draw from when producing their own spoken (oral), written or media texts. It clearly demonstrates that C2 is integral to the development of the other two subject-specific competencies.

The program also provides a range of speaking situations based on oral, written and media texts. As adult learners participate in learning situations that allow them to alternately speak and listen, they develop their competency to exchange ideas on complex topics and to formulate and respond to questions. At the same time, they deepen their understanding of the texts explored and learn to identify the codes and conventions used. All of this ensures the continuation of their learning. In short, the program promotes a student-centred approach whereby learners actively construct knowledge by talking, listening, reading, writing, producing and reflecting.

C3 has much in common with C1. Writing and talking are both ways of conveying ideas and information. Through writing and/or talking, adult learners gain insight, refine and reshape their

ideas, and solve issues or problems. Furthermore, adult learners may use a written or media text as a springboard for discussion, or they may use an oral text as a springboard for a text they write or produce; they may revise their written or media text as the result of oral feedback received or as the result of further reading. These examples illustrate how the program fosters interplay between the subject-specific competencies.

The program also fosters a response-centred learning approach. This approach encourages adult learners to examine the relationship between the reader, viewer or listener and the author, text and context, and it helps adult learners become discriminating readers, viewers and listeners who are capable of evaluating the validity and value of the texts they explore.

Finally, the program subscribes to the principle that to ensure the development of each of the subject-specific competencies, all learning situations entail the following three phases:

- Planning the task at hand, e.g. by brainstorming, list-making, mind-mapping, creating an outline/storyboard, participating in discussions.
- Mobilizing a range of resources effectively, e.g. applying knowledge of characteristic textual features when interpreting texts, using the writing process when creating a written text, incorporating communication strategies when delivering an oral presentation, employing ICT when conducting research, using various tools, devices and equipment when producing texts that combine visual and verbal modes, consulting experts when gathering information.
- Reflecting on the resources employed to achieve the task, e.g. by creating and using checklists and rubrics to self-evaluate, recording progress in journal entries, participating in feedback discussions.

3.2 Competency 1
Uses language/talk to communicate and to learn

3.2.1 Focus of the Competency

Competent speakers are adept at adjusting their language to suit the context as well as their audience and communication purpose. They have the ability to successfully negotiate a spectrum of everyday situations. In order to become competent speakers, adult learners need opportunities to communicate in increasingly formal contexts and to audiences of decreasing familiarity.

In addition, adult learners need to examine a range of oral texts that differ in type, length, register and language complexity, as well as complexity of topic or treatment. Adult learners also need to analyze the rhetorical strategies employed in oral texts to discover how features such as word choice; voice tone, emphasis, volume and speed; facial expressions, gestures or movements; pauses and repetition can affect a speaker's clarity or impact. When they examine and analyze oral

texts this way, they begin to develop a more precise and varied vocabulary and a larger assortment of rhetorical strategies. They develop a greater understanding of how speakers use language to appeal to the intellect, imaginations or emotions of their audience.

By participating in a range of speaking situations based on a variety of oral, written and media texts, adult learners discover the many ways that a skilled communicator adapts his/her message to suit the communication context. This knowledge helps them to develop their competency as speakers and to become more proficient readers, writers and producers. Spoken language is thus a powerful learning and communication tool that is developed in synergy with the other subject-specific competencies.

3.2.2 Key Features and Manifestations of the Competency

The competency *Uses language/talk to communicate and to learn* (C1) is defined by three key features. These key features are further defined in terms of manifestations or outward signs, i.e. observable behaviours that allow teachers to verify that the competency is being developed. The following table lists the key features and manifestations of this competency.

Competency 1 – *Uses language/talk to communicate and to learn*		
Key Features		
Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Manifestations		
• Identifies the target audience, the communication purpose and the advantages of different oral text types	• Identifies human resources that could provide information and consults them to achieve a purpose	• Identifies the characteristics of spoken language in workplace, community and educational settings
• Identifies the aesthetic qualities and organizational structures in oral texts he/she uses	• Identifies nonverbal communication cues used by speakers	• Identifies the level of language and formality suitable to different communication contexts
• Activates prior knowledge of effective speakers and of formal and informal oral texts	• Uses material resources to communicate, gather information and build knowledge	• Uses communication strategies such as adjusting rhetorical devices, language and style to suit the communication context, text type and target audience
• Uses procedural and rhetorical strategies to achieve a specific purpose	• Uses the research process when engaged in interviews, question periods, investigative discussions, etc.	• Uses language to represent ideas, individuals and events responsibly and accurately

Competency 1 – *Uses language/talk to communicate and to learn*		
• Uses a range of information-gathering strategies and other resources to collect the data needed for own oral texts	• Expresses ideas clearly when interacting with others	• Uses language to engage listeners, i.e. language with emotional, intellectual and aesthetic appeal
• Evaluates own ability to use strategies and other resources effectively when producing oral texts	• Evaluates own ability to interact with others, i.e. to express ideas clearly, listen actively and respond appropriately in different contexts	• Evaluates own strengths and weaknesses as a speaker in formal and informal contexts

Table 6 – Key Features and Manifestations of Competency 1

For information on strategies, see the Appendix (Inventory of Strategies). For information on processes, see Chapter 3, Section 3.5.1.

3.2.3 Development of the Competency

Adult learners demonstrate an increasing ability to:

- discuss specific characteristics of various oral text types and text genres (including multigenre texts)
- identify the impact of communication features such as word choice, voice tone, enunciation, gestures, pauses, emphasis and repetition
- determine the communication context of the oral text presented or discussed
- determine and adopt a language register that is appropriate to the target audience
- determine the social function or purpose of their oral text and select a suitable text type
- use a variety of effective rhetorical strategies in their oral text
- communicate ideas (orally) by using a variety of methods of organization such as analogy, cause/effect, chronological order, example, explanation, comparison/contrast, listing of ideas
- present a formal oral text in a coherent and well-organized fashion and include a sufficient amount of relevant information
- respond knowledgably to questions from an audience when making oral presentations
- discuss a spectrum of topics, ranging from topics of narrow personal interest to topics of broad social relevance
- express opinions on complex texts or issues with greater confidence
- provide clearer, more detailed reasons for opinions expressed
- paraphrase or rephrase to clarify ideas and facilitate audience understanding

- use language that appeals to the emotions, imagination and intellect of the audience and creates audience involvement
- use concise, precise and varied language
- assess and discuss the effectiveness of rhetorical and other communication strategies used in a given oral text and provide reasons for assessments
- reflect on and discuss their own strengths and weaknesses as speakers and listeners and identify the strategies and the oral or listening skills that need more development
- evaluate the most effective rhetorical and other communication strategies adopted and identify and discuss possible future applications

Information on the oral text types discussed, analyzed and produced in each course is provided in the table below.

Competency 1 – *Uses language/talk to communicate and to learn*		
ENG-3101-1 (25h)	**ENG-3102-2 (50h)**	**ENG-3103-3 (75h)**
English and Interviews	**English and the World of Work**	**English and Persuasion**
The adult learner **uses language/talk to:**		
discuss and analyze • structured and semi-structured interviews • interview techniques present orally the results of a survey/poll interact orally in semi-structured interviews	discuss and analyze • assorted job literature • business letters • résumés • job interviews present orally a research report on a chosen job interact orally in a simulated job interview	discuss and analyze • advertisements • commentaries and opinion blogs • letters of complaint present orally an ad review
ENG-4111-1 (25h)	**ENG-4112-2 (50h)**	**ENG-4113-3 (75h)**
English in Poems and Songs	**English and the World of Story**	**English to Inform**
The adult learner uses language/talk to:		
discuss and analyze • traditional and free-verse poems and songs • song types present orally a traditional and free-verse poem or song text	discuss and analyze • films and film reviews • a novel/novella and its film adaptation • a comparison/contrast essay	discuss and analyze • news reports • feature stories • documentaries present orally a report

Competency 1 – *Uses language/talk to communicate and to learn* (cont.)		
ENG-5101-1 (25h)	**ENG-5102-2 (50h)**	**ENG-5103-3 (75h)**
English and Plays	**English and Written Narratives**	**English, Research and Persuasion**
The adult learner **uses language/talk to:**		
discuss and analyze • a play script • a live or recorded performance of a play or play scene	discuss and analyze • short stories • a novel • a critical essay on a short story or novel	discuss and analyze • reports and commentaries • an argumentative essay and a formal oral debate • a research paper
present orally a live or pre-taped play scene		present orally a report on a research topic and a formal debate in place of an argumentative essay (i.e. the debate is an optional text)

Table 7 – Text Types Associated With Competency 1

3.3 Competency 2 Reads and listens to written, spoken and media texts

3.3.1 Focus of the Competency

The term “text” refers not only to print but also to oral, media and multimedia texts. Since adults generally talk and write about the information, ideas and opinions they have discovered through reading or listening, this competency is the backbone of the English Language Arts program. In other words, it is implicit in every course whether or not it is formally evaluated.

The program gives adult learners the opportunity to explore, examine and compare a diversity of text types as well as a range of authors and media or multimedia texts. The program also encourages adult learners to produce texts that combine visual and verbal modes of communication since these texts incorporate some of today’s new technologies.

When adult learners examine a range of texts, they learn to see the intricate connections between the construction of a text and the message it conveys. They discover the ways skilled speakers, writers or producers construct their text to best suit their communication purpose and audience. Moreover, when adult learners exchange their responses to and interpretations of texts with others, they discover that different readers find different meanings in the same text, depending on their interests, viewpoints, prior experiences and knowledge.

Finally, when adult learners explore a range of texts, they have the opportunity to examine the role and influence of mass media, information and communication technologies and visual arts in their lives and to analyze the impact of words, sounds and images in various text types. In the process, adult learners develop their critical judgement. This cross-curricular competency is integral to the development of reading fluency, while the reading competency itself is integral to the development of the other two subject-specific competencies.

3.3.2 Key Features and Manifestations of the Competency

The competency *Reads and listens to written, spoken and media texts* (C2) is defined by three key features. These key features are further defined in terms of manifestations or outward signs, i.e. observable behaviours that allow teachers to verify that the competency is being developed. The following table lists the key features and manifestations of Competency 2.

Competency 2 – *Reads and listens to written, spoken and media texts*		
Key Features		
Develops resources to make sense of various written, spoken and media texts	**Extends understanding of various written, spoken and media texts**	**Interprets his/her relationship to the text and the context**
Manifestations		
• Identifies the communication context, target audience and communication purpose of written, spoken and media texts	• Connects texts to his/her preferences, interests and experiences, and expresses a personal response	• Identifies personal attitude towards a text before, during and after reading, and analyzes reasons for reading stance adopted
• Identifies the reading/listening stance he/she will adopt	• Examines responses of others to deepen and clarify understanding of texts	• Identifies how the text's style, construction, target audience and subject matter affect personal response
• Activates prior knowledge of similar text types and subjects treated	• Summarizes a text's main ideas or themes and provides specific relevant details	• Explains the impact and relevance of text by referring to personal experiences and observations of the world in general
• Uses reading/listening strategies and stance suitable to the context	• Compares texts, e.g. their social functions, organizational structures, treatment of issues, and language features/devices/ conventions	• Uses meaning-making strategies, such as questioning personal responses to texts and drawing on prior knowledge of similar text types, to construct interpretations
• Uses information-gathering and note-taking strategies and other resources to make sense of texts and to expand knowledge	• Evaluates own ability to work effectively with a variety of written, spoken and media texts	• Evaluates texts according to certain criteria

Competency 2 – *Reads and listens to written, spoken and media texts*		
• Evaluates own ability to use strategies, the reading process and other resources to make sense of a variety of texts		• Evaluates own strengths and weaknesses as a reader and listener

Table 8 – Key Features and Manifestations of Competency 2

For more information on strategies, see the Appendix (Inventory of Strategies). For information on processes, see Chapter 3, Section 3.5.1.

3.3.3 Development of the Competency

Adult learners demonstrate an increasing ability to:

- identify the social functions and genres of various texts
- adopt a suitable reading stance
- identify the target audience of a variety of texts and text types
- identify the organizational structure and features of different text types and their intended impact on the target audience
- understand and analyze texts that cover a spectrum of topics, ranging from topics of narrow personal interest to topics of wide social relevance
- understand and interpret texts from all genres by using a variety of resources including effective reading, listening and meaning-making strategies
- identify and differentiate between main and supporting ideas in a variety of texts
- make personal connections to texts and identify personal point of view
- analyze the values texts embody and the authors' points of view
- construct coherent interpretations of complex texts by reading between the lines, identifying key passages, analyzing language choices and making links between central ideas or details
- incorporate the views of others and/or new evidence to deepen and adjust initial readings and interpretations
- support and develop their interpretations by referring to language cues and relevant textual passages, as well as personal observations and experiences
- identify the aesthetic language, connotative language, and biased information in various texts and analyze their impact
- assess a text's emotional, aesthetic or intellectual appeal and provide evidence for this assessment

- construct generalizations and draw reasonable conclusions based on evidence provided in the text
- demonstrate autonomy and confidence as readers and listeners
- evaluate their own ability to understand and interpret texts and provide reasons for personal evaluations
- evaluate the most effective reading and listening strategies used and identify possible future applications

Information on the text types examined in each course is provided in the table below.

Competency 2 – *Reads and listens to written, spoken and media texts*		
ENG-3101-1 (25h)	**ENG-3102-2 (50h)**	**ENG-3103-3 (75h)**
English and Interviews	**English and the World of Work**	**English and Persuasion**
The adult learner **reads and listens to various texts:**		
• structured and semi-structured interviews • interview techniques	• assorted job literature • business letters • résumés • job interviews	• advertisements • opinion blogs and commentaries • letters of complaint
ENG-4111-1 (25h)	**ENG-4112-2 (50h)**	**ENG-4113-3 (75h)**
English in Poems and Songs	**English and the World of Story**	**English to Inform**
The adult learner **reads and listens to various texts:**		
• traditional and free-verse poems and songs • song types	• films and film reviews • a novel/novella • a comparison/contrast essay	• reports • feature stories • documentaries
ENG-5101-1 (25h)	**ENG-5102-2 (50h)**	**ENG-5103-3 (75h)**
English and Plays	**English and Written Narratives**	**English, Research and Persuasion**
The adult learner **reads and listens to various texts:**		
• plays	• short stories • a novel • a critical essay on a short story or novel	• reports and commentaries • argumentative essays • formal debates • research papers

Table 9 – Text Types Associated With Competency 2

3.4 Competency 3
Produces texts for personal and social purposes

3.4.1 Focus of the Competency

As previously mentioned, there is a natural interplay between the three subject-specific competencies. It is in the production of written and media texts, however, that adult learners more fully grasp how a text needs to be shaped if it is to communicate a message to a specific audience in a specific time and place. By examining and producing different written and media texts of their own, adult learners develop the ability to "break the code" of particular text genres and modes of communication. This ability is invaluable in today's multimedia world where images, sounds and words are often combined. All of this underlines the importance of developing what is known as the production competency.

By having the opportunity to examine, discuss, write and produce a diversity of texts, adult learners learn how to adapt their processes and strategies to meet the demands of a particular context or audience. They learn about the advantages and limitations of specific text genres and modes, and the necessity of combining elements of two or more genres in certain situations. They come to understand that written and media texts function differently in different communities and successful communicators adapt their stance, style, register and language level as required. The main goal of this program is to help adult learners develop communication skills that are effective in a variety of everyday situations.

Adult learners need to develop their competency as writers and producers. Learning situations that encourage the production of multimodal texts (e.g. texts combining verbal and visual modes) are ideal because in these texts, the writing and production processes may both be integrated. When adult learners discover firsthand how writing and production skills can work together to produce a desired effect, they deepen their understanding of how the meaning or message in a text is affected by the use of visual or audio devices, for example. Moreover, learning situations that help adult learners develop various communication strategies such as rhetorical and organizational strategies are also ideal. These strategies have special prominence in the production competency.

3.4.2 Key Features and Manifestations of the Competency

The competency *Produces texts for personal and social purposes* (C3) is defined by three key features. These key features are further defined in terms of manifestations or outward signs, i.e. observable behaviours that allow teachers to verify that the competency is being developed. The following table lists the key features and manifestations of the competency.

Competency 3 – *Produces texts for personal and social purposes*		
Key Features		
Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with the audience suitable to the text and context
Manifestations		
• Identifies the advantages of different communication modes and text types	• Identifies the target audience, social functions, communication mode, text type and topic	• Identifies the communication mode and text type he/she will use to meet the contextual demands
• Identifies the target audience and social functions of written and media texts	• Produces an outline for his/her written and media texts	• Demonstrates audience awareness by selecting a suitable topic, anticipating possible questions and providing sufficient and relevant information
• Identifies the organizational structures and the codes and conventions used in written and media texts	• Identifies possible resources and source materials for texts he/she will write or produce	• Uses communication strategies such as adjusting content, language and style to suit the communication context, text type and target audience
• Uses procedural, writing and production strategies as well as other resources to achieve a specific purpose	• Gathers information on a selected topic and uses a suitable organizational structure in the text	• Adopts different stances as a writer and producer
• Selects features from various text models and uses them in own text	• Seeks and incorporates feedback during the writing or production process and makes necessary adjustments, i.e. reshapes, revises and edits text	• Uses language to responsibly and accurately depict ideas, individuals and events
• Evaluates own ability to use strategies and other resources effectively when producing written and media texts	• Evaluates own ability to use the writing and production processes effectively	• Uses language to stimulate audience involvement, i.e. language with aesthetic, emotional or intellectual appeal
		• Evaluates own ability to produce written and media texts that communicate a suitable and relevant message to the target audience

Table 40 – Key Features and Manifestations of Competency 3

For more information on strategies, see the Appendix (Inventory of Strategies). For information on processes, see Chapter 3, Section 3.5.1.

3.4.3 Development of the Competency

Adult learners demonstrate an increasing ability to:

- analyze a communication context and select a text genre, text type and communication mode that is suitable to the social function or purpose of the written/media text
- adopt a register (language style) suitable to the target audience
- distinguish between their own needs and those of the target audience
- select and employ textual features that create the desired effect on the target audience
- write or produce a variety of texts for familiar and unfamiliar audiences
- use a range of rhetorical, organizational, writing and production strategies
- produce texts in a variety of genres
- experiment with multigenre and multimodal texts
- draw on technical and human resources when necessary
- work independently and collaboratively as required by the task or text
- write/produce texts that include sufficient information to support and develop the main ideas presented
- write/produce texts that use a variety of methods of organization such as analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas
- write/produce texts that express complex ideas in a clear, concise and effective manner
- write/produce texts that contain aesthetic, emotional or intellectual appeal
- evaluate the effectiveness of their own texts and those of others and use feedback discussions to make/suggest suitable revisions
- adopt different stances as writers or producers and provide logical and methodical arguments for the stance/position adopted
- make suitable writing and production decisions and evaluate their impact
- evaluate the most effective writing, production and communication strategies used and identify possible future applications

The table below provides information on the text types examined and produced in the program.

Competency 3 – *Produces texts for personal and social purposes*		
ENG-3101-1 (25h)	**ENG-3102-2 (50h)**	**ENG-3103-3 (75h)**
English and Interviews	**English and the World of Work**	**English and Persuasion**
The adult learner **produces texts for personal and social purposes:**		
C3 is not targeted in this course; however, writing/production tasks may be integrated into the preparation of survey and interview questions.	• a résumé • a cover letter	• an advertisement • an opinion blog • a letter of complaint
ENG-4111-1 (25h)	**ENG-4112-2 (50h)**	**ENG-4113-3 (75h)**
English in Poems and Songs	**English and the World of Story**	**English to Inform**
The adult learner **produces texts for personal and social purposes:**		
C3 is not targeted in this course; however, writing/production tasks may be integrated into the preparation of poem or song texts.	• a written film review • a comparison/contrast essay	• a written report • a written or media feature story
ENG-5101-1 (25h)	**ENG-5102-2 (50h)**	**ENG-5103-3 (75h)**
English and Plays	**English and Written Narratives**	**English, Research and Persuasion**
The adult learner **produces texts for personal and social purposes:**		
C3 is not targeted in this course; however, writing/production tasks may be integrated into the preparation of play scenes.	• a short story • a critical essay on a novel	• a research paper • an argumentative essay in place of a formal oral debate (i.e. the essay is an optional text)

Table 51 – Text Types Associated With Competency 3

The table below illustrates how this program integrates the competencies. Checkmarks indicate the competencies targeted in each course.

ENG-3101-1 (25h)			ENG-3102-2 (50h)			ENG-3103-3 (75h)		
English and Interviews			English and the World of Work			English and Persuasion		
C1	C2	C3	C1	C2	C3	C1	C2	C3
√	√		√		√	√	√	√

ENG-4111-1 (25h)			ENG-4112-2 (50h)			ENG-4113-3 (75h)		
English in Poems and Songs			English and the World of Story			English to Inform		
C1	C2	C3	C1	C2	C3	C1	C2	C3
√	√			√	√	√	√	√

ENG-5101-1 (25h)			ENG-5102-2 (50h)			ENG-5103-3 (75h)		
English and Plays			English and Written Narratives			English, Research and Persuasion		
C1	C2	C3	C1	C2	C3	C1	C2	C3
√	√			√	√	√	√	√

Table 62 – Distribution of the Competencies in the Courses

As illustrated above, there are two target competencies (in various combinations: C1 and C2, C1 and C3, or C2 and C3) in all of the 25-hour and the 50-hour courses in Secondary III, IV and V. In contrast, all three competencies are targeted in the 75-hour courses. Although all of the competencies may overlap in the learning situations and related activities, only the targeted competencies in each course may be formally evaluated. Indications regarding the targeted competencies in each course are also provided in Chapter 6.

3.5 Processes and Strategies

3.5.1 Processes

Four language processes are tied to the development of the subject-specific competencies. The following tables illustrate these four processes and provide examples of the steps that may be involved in the different phases of each process.

Process	Phases
Research	• Planning the task – Determining the purpose for conducting research – Selecting a suitable research topic – Activating prior knowledge of a topic – Identifying possible resources – Narrowing the topic to sharpen the research focus – Framing questions • Mobilizing resources – Collecting information – Interpreting information – Organizing information – Categorizing and synthesizing information – Solving problems • Reflecting on the resources employed to achieve the task – Evaluating the effectiveness of information-gathering strategies such as asking questions and using information technologies

Table 73 – Research Process

The research process is part of an educational approach called inquiry-based or problem-based learning. The process focuses on the development of inquiry skills such as information-processing and problem-solving and fosters an inquiring mindset that enables individuals to continue their quest for knowledge throughout life. Many research or inquiry-based models have been developed throughout the world. (For more information, see the Bibliography.) Essentially, the research process involves the use of questioning as a means of building on prior knowledge and gathering additional information. The interface between new information and prior knowledge results in the construction of additional knowledge which may confirm or refute previous assumptions. The research process thus involves the use of various learning strategies, such as activating prior knowledge, information-gathering and note-taking; it also involves the use of specific research strategies, such as narrowing the scope of the research topic, using a variety of research tools and developing a system to keep track of the information gathered.

Process	Phases
Reading	• Planning the task – Determining the purpose for reading – Identifying the communication context, social function target audience of text – Activating prior knowledge of similar text types and topics – Adopting a suitable reading stance • Mobilizing resources – Constructing an initial response to text – Using meaning-making and reading strategies to understand the core content of a text – Constructing interpretations – Adjusting interpretations in light of new information • Reflecting on the resources employed to achieve the task – Evaluating own ability to use effective strategies and other resources to make sense of a variety of written, spoken and media texts

Table 84 – Reading Process

The reading process, which is often part of the research process, involves the development of reading comprehension and interpretation skills. This development in turn involves the effective use of reading strategies that allow readers to comprehend a text's surface meaning. It also involves the use of other cognitive strategies, such as activating prior knowledge of related texts and topics, and meaning-making strategies, such as drawing inferences or reading between the lines, which allow readers to comprehend a text's deeper meaning. In addition, the reading process may involve socioaffective strategies, such as collaborating with others to construct more complex interpretations of a text, as well as metacognitive strategies, such as evaluating ones ability to understand and interpret particular kinds of texts.

Writing	• Planning the task at hand – Determining the purpose for writing – Choosing a relevant topic and selecting a suitable text type – Identifying the target audience – Determining the available time and resources – Creating an outline • Mobilizing resources – Activating prior knowledge – Collecting and organizing information – Writing the draft – Getting feedback – Revising, editing and proofreading • Reflecting on the resources employed to achieve the task – Evaluating the effectiveness of the steps taken and the various strategies employed to create the written text

Table 95 – Writing Process

The writing process involves the creation of a written text and the use of various strategies in addition to writing strategies. For example, the writing process involves metacognitive strategies, such as determining available time and sources; information-gathering strategies, such as conducting interviews; note-taking strategies, such as briefly recording a text's main topics and sub-topics; and organizational strategies, such as selecting suitable methods of organization when relaying information. (For more information on strategies, see the Appendix – Inventory of Strategies.)

Process	Phases
Production	• Planning (preproduction) – Determining the purpose for producing text – Choosing a topic – Identifying the target audience – Selecting a suitable text type and mode (e.g. audio/video) – Considering material/techniques needed and constraints – Creating a storyboard/script • Mobilizing resources (production) – Recording voices/shooting scenes/creating slides – Editing sounds/images/scenes • Reflecting on the resources employed to achieve the task (postproduction) – Evaluating the effectiveness of the production choices made

Table 106 – Production Process

The production process is a pedagogical term that applies to the creation and production of generic media or multimedia texts such as audio recordings, video clips, electronic presentations, blogs and podcasts, to name a few. The production process is in many ways similar to the writing process.

As Tables 13, 14, 15 and 16 illustrate, a noticeable similarity exists between the four processes described above; namely, all of them have three common phases:

- a planning phase, in which learners use procedural strategies
- a mobilization phase, in which learners utilize different types of resources
- a reflection phase, in which learners assess the effectiveness and value of the resources used to achieve their goal

There is also an obvious similarity between the phases in the processes and the fundamental aspects of competency development. Both involve planning the task at hand, mobilizing a range of resources (including knowledge, strategies and processes) and reflecting on the use of resources once the task is completed.

3.5.2 Strategies

The increasing importance given to using strategies in the classroom is one of the major developments in pedagogy in recent years. Strategies are conscious behaviours adopted by individuals to attain their goals. Many models of strategy training (ST) or strategy instruction (SI) have been cited in research papers on language learning. (For more information, see the Bibliography.)

Strategy training is basically designed to:

- make learners more aware of the purpose and importance of strategies
- give learners opportunities to practice the strategies they have seen modelled
- help learners apply strategies to new contexts

The ELA program identifies 17 different types of strategies adult learners can use to attain their goals. These strategies are divided into two broad categories: Communication Strategies and Learning Strategies.

Category of Strategy		Types of Strategies
Communication		• Verbal and nonverbal • Rhetorical • Organizational • Writing • Multimedia/production
Learning	**Cognitive**	• Activating prior knowledge • Meaning-making • Listening • Reading/viewing • Information-gathering • Interpreting • Note-taking
	Socioaffective	• Feedback • Collaborative
	Metacognitive	• Procedural • Feedback • Self-evaluation

Table 117 – Strategies

Communication strategies are actions, behaviours, steps and techniques used by adult learners to solve problems, cope with communication difficulties and initiate, participate in or sustain social interactions.

Communication strategies comprise five types of strategies. These strategies often overlap. For example, competent orators consciously employ rhetorical and organizational strategies in addition to verbal and nonverbal strategies to make their oral delivery more effective.

Learning strategies refer to actions, behaviours, steps and techniques used by adult learners to build and reinforce knowledge. Learning strategies are divided into three subcategories: cognitive, socioaffective and metacognitive, as illustrated in the previous table.

Adult learners use cognitive strategies when they link prior knowledge to newly acquired information. They use socioaffective strategies when they exchange ideas with others, such as teachers and peers. They use metacognitive strategies when they plan how to approach a learning task, adopt strategies to attain a goal, adjust the strategies that are not working, monitor personal progress, and reflect on the progress made. In short, all three types of learning strategies promote learning and help adult learners expand their knowledge base.

The natural ties existing between the three subject-specific competencies and specific strategies are illustrated below.

Uses language/talk to communicate and to learn (C1)	Reads and listens to written, spoken and media texts (C2)	Produces texts for personal and social purposes (C3)
• Verbal/nonverbal • Rhetorical • Multimedia/production • Feedback • Information-gathering (e.g. interviews)	• Listening/viewing • Reading • Information-gathering (e.g. research material) • Note-taking • Interpreting	• Organizational • Writing • Rhetorical • Feedback • Multimedia/production • Collaborative
In addition, the four strategies listed below are tied to all three subject-specific competencies. These strategies are: • Activating prior knowledge • Meaning-making • Procedural • Self-evaluation		

For further information on all the strategies in Table17, see the Appendix (Inventory of Strategies).

Providing adult learners with an ongoing assessment of their use of communication and learning strategies is a pedagogical practice that supports learning. However, the use of strategies by adult learners will not be formally evaluated for certification purposes or for recognition of prior learning.

Chapter 4

Subject-Specific Content

The table below gives teachers an overview of the prescribed content for the ELA courses in Secondary III, IV and V. As the table illustrates, the subject-specific content is divided into two categories: Knowledge and Cultural References. A few examples of the prescribed content are listed under each heading. More detailed information on the prescribed content for each course is provided in Chapter 6 in the Knowledge section of the course in question.

Subject-Specific Content	
Knowledge	• **Textual Elements** – standard textual features and conventions o pictures or images; tables or diagrams o headings, sub-headings, captions o page layout o multimedia codes and conventions (e.g. camera techniques, colour, music, sound effects) – concepts o audience and communication context o social functions of text o objectivity and bias o main ideas and supporting details o methods of organization • **Linguistic Elements** aspects of spoken/written language o grammar and syntax o spelling, punctuation and capitalization rules o transition expressions o tone and register o connotative and aesthetic language, etc. o language functions such as summarizing and paraphrasing – nonverbal language o gestures, movements and facial expressions – common errors o confused words o run-on sentences o sentence fragments o misplaced modifiers o faulty parallel structure
Cultural References	• **Aesthetic Aspect** – refers to notions of beauty in various fields o cinema, music, television, drama and visual arts • **Sociological Aspect** – refers to the ways human society functions o cultural customs o interpersonal relationships o social structure of the culture • **Sociolinguistic Aspect** – refers to the social characteristics of language o language conventions or levels of formality required or prohibited in certain social settings

Table 128 – Overview of the Subject-Specific Content

Knowledge includes the elements adult learners need to know to successfully navigate the text types in a given course. As mentioned in the table, knowledge-related content is subdivided into textual elements and linguistic elements.

Textual elements include the standard textual conventions employed by the text types in a given course. For example, if a text type in a course is a written news report, its textual conventions include the use and placement of features such as headings, subheadings, columns, pictures and captions. In other words, in the context of written, media or multimedia texts, textual conventions refer to the standard textual features and organizational structure or page layout of specific text types. Textual elements also include the concepts adult learners need to grasp when working with a particular text type. To return to the example of a written news report, adult learners exploring this text type would need to be familiar with concepts such as objectivity and bias, relevant versus irrelevant details, and so on. In brief, to understand, discuss, evaluate or create a text of a given type, adult learners need knowledge of its textual elements. They also require knowledge of its linguistic elements.

Linguistic elements include the language features that are suitable to, or required by, the selected text types in a given course. Accordingly, linguistic elements include various aspects such as grammar, syntax, register, tone, appropriate word choice, spelling, punctuation, and different types of language and language devices.

Linguistic elements also include oral communication features, such as enunciation and emphasis; nonverbal language, such as pauses, gestures, movements and facial expressions; language functions, such as asking open-ended questions, contextualizing, summarizing or paraphrasing; and language errors, such as commonly confused or misspelled words, run-on sentences, unacceptable fragments and faulty parallel structure, all of which are errors adult learners need to avoid.

Some linguistic elements are repeated across the levels because these elements represent essential knowledge in every course. For example, basic knowledge of agreement—of person, subject verb, pronoun and antecedent—is required by adult learners in every English course, from Secondary III to Secondary V. It is generally taught in Secondary III and may be reviewed in Secondary IV and V when necessary. Other linguistic elements may represent essential knowledge for one specific text type. For example, rhyme—a language device employed in poetry—is a prescribed element in only one course in Secondary IV (*English in Poems and Songs*). Parallel structure, in contrast, is a prescribed element in several courses. However, greater mastery of any repeated linguistic element is required at the higher levels due to the increasing complexity of the selected text types and related tasks. Teachers will thus introduce or reintroduce a particular linguistic element by using suitably simple or complex examples. In short, depending on the specific requirements of a given course and adult learners' prior knowledge, teachers will decide which of the itemized elements need to be taught explicitly and to what extent. Basically, teachers will focus on the adult learners' main areas of weakness. Chapter 6 provides a detailed itemization of the prescriptive knowledge for each course.

Cultural References is the second category of subject-specific content and is inextricably linked to language. In fact, when teachers create learning situations and activities, they may integrate three main cultural aspects: the aesthetic, the sociological and the sociolinguistic aspects (see Table 18).

Although teachers need to keep in mind the inherent connection between language and culture, they do not need to cover all three aspects of culture in a given course. In fact, they need to integrate only one. Some courses do cover text types with obvious links to a particular cultural aspect. The Cultural References section of each course contains suggestions as to which cultural aspect teachers might incorporate, as well as an explanation of how they might do this. Teachers may choose, however, to focus on either of the remaining two cultural aspects.

Chapter 5

Organization of the Courses in the Program

The following table provides administrative and pedagogical information concerning the courses in the ELA program.

Level	Course Code	Course Title	Credits	Hours	Competencies
Sec III	ENG-3101-1	English and Interviews	1	25	C1, C2
	ENG-3102-2	English and the World of Work	2	50	C1, C3
	ENG-3103-3	English and Persuasion	3	75	C1, C2, C3
Courses for which adult learners earn credits needed to meet the certification condition stipulated in the Basic Adult General Education Regulation (See Chapter III, s. 30 [1])					
Sec IV	ENG-4111-1	English in Poems and Songs	1	25	C1, C2
	ENG-4112-2	English and the World of Story	2	50	C2, C3
	ENG-4113-3	English to Inform	3	75	C1, C2, C3
Sec V	ENG-5101-1	English and Plays	1	25	C1, C2
	ENG-5102-2	English and Written Narratives	2	50	C2, C3
	ENG-5103-3	English, Research and Persuasion	3	75	C1, C2, C3
Courses for which adult learners earn credits other than those needed to meet the certification condition stipulated in the Basic Adult General Education Regulation (See Chapter III, s. 30 [1])					
Sec V	ENG-5107-1	English Writing Skills	1	25	C3
	ENG-5108-1	Public Speaking Skills	1	25	C1, C2
	ENG-5109-1	English in Advertising and Marketing	1	25	C1, C3

Table 13 – Organization of the Courses

In this program of study, there are three courses at each level. Each course has an alphanumeric code, the last digit of which indicates the rank of the course within the level. For pedagogical reasons, we recommend that the courses be taken in their proper sequence. The first course in each level is a 25-hour course, the second, a 50-hour course, and the third, a 75-hour course.

There are also three Secondary V courses that allow adult learners to earn credits in elective subjects. These courses may be taken before, or concurrently with, the other Secondary V English courses.

Chapter 6

Courses

Course Components

This chapter presents all the basic education ELA courses for Secondary III, IV and V. The table below lists the components as they appear in each course of the program of study.

Course Components
1. Introduction
2. Subject-Specific Competencies
3. Processes and Strategies
4. Cross-Curricular Competencies
5. Subject-Specific Content
a) Knowledge
b) Cultural References
6. Families of Learning Situations
7. Broad Areas of Learning
8. Example of a Learning Situation
9. End-of-Course Outcomes
10. Evaluation Criteria for the Competencies Targeted by the Course

Course

ENG-3101-1

English and Interviews

English Language Arts

Introduction

In an age where no one individual can possibly keep up with the inundation of new data, the value of collectively exchanging and acquiring information is immense. To fully participate in this exchange, we need to know how to ask clear, pertinent questions and how to respond to the answers given so as to keep the information flow going. In this sense, interviews provide us with an excellent vehicle for developing our ability to seek and relay information. At times they are also a more accessible tool than many print and media sources.

In this 25-hour course, the first of three courses in Secondary III, adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze structured and semi-structured interviews. Marketing surveys and public opinion polls exemplify structured interviews, while various types of investigative and talk show interviews exemplify semi-structured interviews. Although these interview types belong primarily to the Informative genre, whose main social function is to provide a reliable and neutral account of events, situations or natural/social/cultural phenomena, they may contain narrative, explanatory and persuasive elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in structured and semi-structured interviews. By the end of the course, adult learners will be able to apply this knowledge when they conduct short surveys or opinion polls and present their results orally. They will also be able to apply this knowledge when they adopt the roles of interviewer and interviewee in semi-structured interviews.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English and Interviews* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

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

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and Interviews*, 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 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
Uses language/talk to communicate and to learn	■				■				■
Reads and listens to written, spoken and media texts	■				■				

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence
- ✓ consistency or logical presentation of ideas
- ✓ facts and opinions
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/ contrast, example, explanation, listing of ideas)
- ✓ question-and-answer structure of interview texts
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of ideas
- ✓ textual features of surveys and polls: tables/charts illustrating statistical results, captions, headings, etc.

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ coordinators and subordinators
- ✓ language (neutral, connotative)
- ✓ language functions (contextualizing, summarizing, rephrasing, asking questions, e.g. open-ended, closed-ended, leading , follow-up, rhetorical)
- ✓ language tone and register (style/level of language suitable to context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ syntax

Cultural References

In this course, teachers may choose to have adult learners explore the sociological aspect of culture by focusing on how interpersonal relationships come into play in semi-structured interviews. When adult learners examine these interviews, they discover that an effective interviewer inspires trust or confidence in the interviewee and is consequently able to gather more information. They learn that an interviewer enhances the conversational flow by creating a comfortable atmosphere and demonstrating a keen interest in the conversational exchange; the interviewer and the interviewee appear relaxed and animated, they make eye contact and/or speak in an expressive manner.

Essentially, an effective interviewer establishes a rapport with the interviewee. As a result, the interviewee needs less prompting and tends to volunteer information spontaneously. In contrast, an interviewer who establishes only a weak rapport is generally less able to get his/her interview subject to elaborate. Instead of opening up as the interview progresses, the interviewee may give increasingly brief or vague answers.

By considering different sorts of interviews, adult learners discover that the communication in person-to-person contact is influenced by the way questions are asked and answers are received. They discover that the type or quality of information gathered in such texts is facilitated or impeded by the interpersonal relationship between the interviewer and the interviewee.

Alternatively, teachers may decide to focus on the aesthetic or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The family of learning situations targeted in this course is shaded in the table below.

Family of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
Developing and supporting a stance

Seeking is associated with the communication purposes of gathering and understanding or interpreting information from a variety of interview texts such as surveys or opinion polls and live, radio, TV, print or online interviews. It is also associated with the communication purposes of asking for information in formal and informal communication settings. **Imparting** is associated with the communication purposes of relaying and explaining the information gathered from the interviews examined/conducted, and of providing clear, informative answers to the questions posed by the interviewer or live audience.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn	■				
Reads and listens to written, spoken and media texts	■				

As demonstrated in the chart above and the example of a learning situation below, Health and Well-Being is a broad area of learning well suited to this course.

When adult learners focus on Health and Well-Being, they may develop:

- an awareness of the influence of behaviour and attitudes on psychological well-being

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

International Conference on Human Trafficking

In this learning situation, adult learners are presented with the following scenario:

You notice an online announcement about an upcoming international conference in Montréal on human trafficking. This is a subject that greatly interests you as you have just seen a Canadian investigative report on TV concerning the sex-trade industry and its impact on the lives of young women caught in its web. Also, you are concerned about the well-being of several teenage girls you think could be at risk. You decide to attend the conference, which is free for students and, after discussing this with your teacher and peers, you e-mail some of the conference speakers to find out whether any of them would be willing to answer some of your questions. One of them replies, informing you that anyone can come to the mike and ask the speakers questions. In addition, she offers to meet you for 15 minutes following the conference in order to respond personally to any remaining questions that you may have. You decide to prepare several interview questions to ask at this conference.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **structured interviews** (surveys and polls)
- **semi-structured interviews** (e.g. talk show/investigative/sports/news interviews)
- **interview techniques in both types of interviews**

When adult learners discuss different types of surveys or polls (print, online, telephone or face-to-face), they focus on the social function(s), target audience(s) and communication conventions of these texts. They understand that formal language is characteristic of polls and surveys whose results are intended for general distribution.

They also understand that, in surveys and polls, questions are predetermined and the sharing of information is generally one-way. They analyze the statistical results presented, the way these results are organized in charts or tables, and the type of questions or scaled responses used.

When adult learners discuss various semi-structured interviews, they focus on the texts' social function(s), target audience(s) and communication conventions. They understand that the language used may be formal or informal, depending on the target audience. They understand that although

these interviews typically employ a question-and-answer structure that features a combination of preset and spontaneous interview questions, the sharing of information may be two-way. Adult learners identify the level of language formality in selected interviews and analyze the type and amount of information gathered. They discuss the role of any introductory or contextualizing remarks by the interviewer and identify some narrative, persuasive or explanatory elements in the interview. (For example, talk show hosts may ask a guest to narrate the story of a recent career move; they may ask an actor about his/her latest film, in effect inviting him/her to persuade the audience to see it; or they may ask experts such as psychologists to explain a particular kind of behavior, and so on. Adult learners identify shifts like these when viewing/listening to an interview.)

When adult learners discuss the interview techniques used in both types of interview texts, they focus on the relevance and appropriateness of the specific statements, questions and answers that the texts contain. They differentiate between closed- and open-ended questions and identify the use of leading, follow-up or rhetorical questions. They analyze how the statements, questions and answers in the interviews either facilitate or impede the flow of information. They analyze the impact of body language, such as the presence or absence of eye contact and friendly or expressive gestures. They discuss any communication breakdowns and the possible reasons for them in the interviews. They appraise the overall effectiveness of the interview techniques used.

Interact orally

- **in semi-structured interviews, alternately adopting the role of interviewer and interviewee**

Adult learners plan for an interview by selecting the topic or topics they will explore, preparing some questions for their interview subject and doing any preliminary research required for their role as interviewer. At the beginning of the interview, they provide the audience with some contextualizing information on the interviewee or the topic explored. They attempt to establish some sort of rapport with the interviewee, both before and while asking the questions they have prepared. In addition, they interject spontaneous questions to encourage the interviewee to elaborate further. They indicate to the interviewee when the interview is over and thank him/her for participating.

When adult learners adopt the role of interviewee, they do any preliminary research required for the role. During the interview, they answer the interviewer's questions fully or, if they cannot or do not wish to answer a particular question, they indicate this in an appropriate way. In addition, they ask for clarification when the questions are unclear or rephrase their answers when the interviewer asks them for clarification.

Text length: 2-3 minutes

Communication context: familiar or unfamiliar audience, formal or fairly formal tone and register suitable to text type and target audience

Present orally

- **the results of a survey or an opinion poll they have conducted**

When adult learners present the results of a survey or an opinion poll they have conducted, they contextualize by explaining the objective of their survey or poll and the method used to obtain their results (e.g. face-to-face, telephone or online interviews). They provide general information on the respondents, such as their total number, age group and location. In addition, they may include information about the respondents' gender, education/income level, and so on, where this is relevant. When presenting the results of a survey, they provide the audience with the eight to ten survey questions they have used. These may be yes/no, multiple choice or binary choice questions. Alternatively, when presenting the results of an opinion poll, adult learners present the audience with the opinion statements and scaled responses used in the poll. For example, they may use a Likert-scale, which includes responses such as *strongly agree, agree, undecided, disagree, strongly disagree*; or responses such as *not very important* at one end of the scale and *extremely important* at the other. In both cases, adult learners report the results for each question or statement, and summarize their overall results.

These results may be illustrated in percentage tables, histograms, diagrams, pie charts, and so on. In both cases, adult learners conclude their presentation by responding to any questions from the audience.

Text length: 3-4 minutes

Communication context: familiar or unfamiliar audience, formal or fairly formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists and discussions as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how successfully they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to identify the learning and communication strategies they used and to appraise how well they presented the results of their survey/opinion polls and interacted in interviews. They may use the same type of evaluation tools to reflect on what they learned from discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding of contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts

Course

ENG-3102-2

English and the World of Work

English Language Arts

Introduction

We live in a fast-paced information age, and this is particularly apparent in the workplace. Before even venturing into the job market, we need information on the qualifications required for the jobs/trades that interest us and we need to know how to find this information. We also need to know how to conduct ourselves at job interviews and how to write standard, professional-looking business texts. All of this knowledge increases our chances of selecting and securing suitable employment. As for those of us who are already employed, we need up-to-date information on the training or educational programs that will enable us to upgrade our skills and compete in a constantly shifting work environment.

In this 50-hour course, the second of three courses in Secondary III, adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze a variety of work-related texts, including assorted job literature, business letters, résumés and job interviews. Although these texts belong primarily to the Informative genre, whose main social function is to provide a reliable and neutral account of events or situations, they may contain persuasive, explanatory and narrative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in various work-related texts. By the end of the course, adult learners will be able to apply this knowledge when they produce résumés and letters of application and participate in simulated job interviews. They will also be able to make oral presentations on jobs they have chosen to research.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The two subject-specific competencies targeted in the course *English and the World of Work* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

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

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Writing	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and the World of Work*, 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
Uses language/talk to communicate and to learn	■				■				■
Produces texts for personal and social purposes	■				■				■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence, cohesion and conciseness
- ✓ consistency or logical presentation of ideas
- ✓ facts and opinions
- ✓ layout of business letters (block format, modified block or semi-block)
- ✓ layout of different types of résumés (e.g. biographical, chronological and functional)
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ paragraphing
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of ideas
- ✓ textual features of business letters: date, sender's name and address, inside address, formal salutation, body of letter, formal closing, typed signature and written signature and/or identification initials, legible font and standard size paper
- ✓ textual features of résumés: headings/subheadings, bullets/dashes, legible font and standard size paper, information presented in note form

Linguistic Elements

- ✓ abbreviations
- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ capitalization and punctuation rules (commas, colons, end punctuation)
- ✓ common sentence errors (e.g. fragments, dangling modifiers)
- ✓ commonly misspelled or confused words
- ✓ language (neutral, connotative)
- ✓ language functions (contextualizing, summarizing, rephrasing, asking questions, e.g. open-ended, closed-ended, leading, follow-up, rhetorical)
- ✓ language tone and register (style/level of language suitable to context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ parallel structure
- ✓ simple and compound sentences (coordinators and subordinators)
- ✓ synonyms and antonyms
- ✓ syntax
- ✓ time and sequence markers

Cultural References

In this course, teachers may decide to have adult learners explore the sociolinguistic aspect of culture by considering in detail the formal tone, register and style required in business letters, résumés and job interviews. When adult learners examine the use of formal and non-personal language in these texts, they discover that it is connected to the social hierarchy that characterizes the workplace. It is apparent that employers or bosses have more status than those who work under them; employees are expected to show the required deference by addressing their superiors in language that is polite, proper and formal. In addition, employees are expected to observe certain social boundaries. For instance, it is inappropriate for employees to relate details of a personal nature to their superiors except when necessary, as in the case of illness, injury or jury duty, and they should maintain a business-like attitude even in such cases. Furthermore, although business letters and résumés are clearly more formal than oral texts such as job interviews, interviewees are still expected to avoid casual or familiar language. Taking a tone that is too familiar can in some cases cost them a potential or an actual job.

By considering how the differences in language formality and content are connected to the roles the above texts play in our society, adult learners become aware of how social conventions govern or influence the language used in specific texts and communication contexts.

Alternatively, teachers may decide to focus on the aesthetic or the sociological aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
► **Developing and supporting a stance**

Seeking is associated with the communication purposes of gathering, understanding, interpreting and relaying information from a variety of common work-related texts in order to determine the training, education, personal skills/attributes required for specific jobs. It is also associated with the communication purpose of asking employers for information about the positions advertised. **Imparting** involves the transmission of research information on a chosen job to teachers or peers, and the transmission of pertinent personal information to prospective employers in business letters, résumés and interviews.

Developing is associated with the communication purposes of preparing to present oneself as a suitable candidate for the chosen job. **Supporting** involves providing sufficient evidence to demonstrate one’s suitability to a prospective employer.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn		■			
Produces texts for personal and social purposes		■			

As demonstrated in the previous chart and the example of a learning situation below, Career Planning and Entrepreneurship is a broad area of learning well suited to this course.

When adult learners focus on Career Planning and Entrepreneurship, they may develop:

- familiarity with the world of work, social roles and occupations and trades (e.g. knowledge of occupations and trades related to different school subjects or to the immediate community)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

A Job Fair and Training Expo

In this learning situation, adult learners are presented with the following scenario:

As you are reading the Saturday edition of the newspaper, you see a full-page ad about a job fair and training exposition that will be held in your area. This event is sponsored by your school board's vocational training centre, together with a popular student electronic job magazine, your local employment centre and Emploi-Québec. You realize that a job fair is an opportunity to get labour market information, meet potential employers, talk to recruiters and brush up on the latest trends in résumé writing. Since you are currently looking for employment, the timing for this fair could not be better. You decide to go and to take notes on any jobs or job leads you learn about.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **assorted job literature** (e.g. job postings/ads; literature on experience/education/skills needed for specific jobs/trades; and literature on workers' rights/responsibilities and job interview protocol)
- **business letters** (e.g. letters of application, follow-up letters, letters of resignation)
- **résumés** (e.g. chronological, functional, biographical or other standard résumé types)
- **job interviews** (e.g. one-on-one interviews, panel interviews, telephone interviews, videoconferencing interviews)

When adult learners discuss assorted job literature, they identify how to locate and interpret various types of job ads and how to select jobs that might be suitable for them. In other words, they discuss jobs that correspond to their own work-related interests, preferences and personal assets. Adult learners also discuss workers' rights and responsibilities. For example, they discuss policies that employers adopt concerning sick days, holidays, on-the-job safety, sexual harassment, overtime, punctuality, absenteeism, dismissal or resignation. They then analyze the practical or ethical reasons for such policies. In addition, they discuss and analyze interview protocol, i.e. interview dos and don'ts.

When adult learners discuss different types of business letters, they focus on the letters' social function(s), target audience and communication conventions, and adopt a suitable reading stance. They discuss the texts' formal language and tone and understand how this is connected to the target audience. They identify the standard parts of a business letter: date, sender's name and address, inside address, formal salutation, body of letter, formal closing, typed signature and written signature and/or identification initials; and the three layout styles: block format, modified block and semi-block. They analyze the letters' organizational structure and the differences in the letters' informational content. They also discuss the letters' persuasive, explanatory or narrative elements.

When adult learners discuss types of résumés, they focus on the résumés' social function(s), target audience and different text types, such as chronological, functional and biographical. They identify the differences in the content and layout of each résumé type. They discuss standard textual features, such as the use of headings, subheadings, bullets, dashes, and, in most cases, the presentation of information in note form. They identify the methods of organization used, e.g. chronological order, example, explanation and listing of ideas. In addition, they compare and analyze the respective advantages or disadvantages of each résumé type. They identify any persuasive, explanatory or narrative elements in the résumés.

When adult learners discuss various job interview types, such as face-to-face interviews, panel or telephone interviews and videoconferencing interviews, they consider the special requirements as well as any advantages or disadvantages associated with each interview type. When they view a selected interview, they identify the different types of questions posed (e.g. open-ended, closed-ended, follow-up). They analyze the effectiveness and suitability of the interviewer's questions and the candidate's answers; the positive or negative aspects of the candidate's appearance, manner, word-choice and body language; and the possible reasons for any communication breakdowns during the interview. They also discuss and analyze questions that are permissible and non-permissible in a job interview. Lastly, adult learners evaluate and informally debate the overall interview performance of the candidate, providing several reasons for their evaluation. In the process, they identify any persuasive elements, for example, indications that the candidate is trying to sell his/her personal qualities or qualifications.

Present orally

- **a report on a chosen job/trade**

When adult learners present their research, they begin by identifying the job/trade they have chosen to research. They provide detailed information on relevant aspects such as required training, education, aptitude, skills; starting salary; working conditions; tasks or duties; and employment opportunities. They indicate where they obtained their information and how recent it is. They conclude by summarizing the main requirements/positive aspects of this job and their reasons for thinking the job would suit them. In addition, they use a variety of oral communication devices such as appropriate body language, clear diction and varied voice tone/speed/emphasis.

Text length: 2-3 minutes

Communication context: unfamiliar or familiar audience; fairly formal tone and register suitable to the text type and target audience

Produce

- **a résumé**

When adult learners write a résumé, they select the job they are applying for and one of the standard résumé types (e.g. chronological, biographical or functional). They include concise and accurate information on several of the following areas: personal information; education; relevant work or life experience; achievements as well as any other pertinent information concerning personal assets, including language abilities and technical skills. Adult learners provide required dates, job/diploma titles, names and addresses of employers/companies, and so on. They present this information in a manner that is suitable to the résumé type selected (i.e. they incorporate standard textual features), using legible font and standard size paper. They use formal language throughout and a consistent, concise style.

Text length: 1-2 pages (typed)

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Produce

- **a cover letter**

When adult learners write a cover letter, they use formal, concise language and formal punctuation. They include all standard business letter parts (date, sender's name and address, inside address, formal salutation, body, formal closing, typed signature and written signature and/or identification initials). They present these parts in the correct order, using standard size paper and legible font as

well as an appropriate layout such as block format, modified block or semi-block. They organize their text so as to achieve clarity and economy of style.

In the first paragraph, adult learners identify the position they are applying for and, if applicable, the job ad they are responding to as well as the date and name of the magazine or newspaper in which it appeared. They indicate their suitability for the position. In the second paragraph, they indicate willingness to come in for an interview and specify their availability. They provide contact information such as their e-mail address and/or telephone number.

Text length: 150-200 words

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Interact orally

- **in a simulated job interview**

When adult learners participate in a simulated job interview, they present themselves as candidates for a job they have selected and researched. They prepare for the interview by anticipating possible questions and bringing any necessary documentation. They respond to the interviewer's questions in an appropriate manner. They rephrase an answer when clarification is requested. They use suitably formal language and project a confident and friendly attitude. They use oral communication devices such as clear diction and varied voice tone/expression/speed.

In addition, adult learners demonstrate a knowledge of interview protocol: they dress appropriately, shake hands, wait to be seated, adopt good posture, smile, make eye contact and thank the interviewer for his/her time. They show interest by volunteering pertinent information and asking some questions about the job for which they are applying.

Text length: 3-4 minutes (this varies, depending on the position and the type of interview involved; also, the interview may be live or filmed)

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines and discussions as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how successfully they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or feedback discussions to appraise how clearly they communicated when they presented their report on a chosen job, wrote their résumé and cover letter, or presented themselves as candidates in job interviews. They may use the same type of evaluation tools to determine how effectively they used various learning and

communication strategies and to reflect on what they learned from discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language to audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Course

ENG-3103-3

English and Persuasion

English Language Arts

Introduction

Every day we are inundated with texts that try to sell us products, services or ideas. Alluring ads are featured in countless magazines, newspapers, Web sites, community bulletins, radio and TV programs and highway billboards. There are also many texts that promote viewpoints on everything from politics to puppy mills, such as promotional videos, public service announcements, public speeches, opinion blogs, and radio, TV or print commentaries. The truth is we encounter a vast array of persuasive texts in our everyday lives, and we need to develop our critical judgment to properly evaluate them.

In this 75-hour course, the last of three courses in Secondary III, adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze a variety of persuasive texts, including advertisements (ads), editorials, commentaries, opinion blogs and letters of complaint. Although these texts belong primarily to the Persuasive genre, whose main social function is to promote a product, an idea or an ideology and to influence personal or social behaviour or opinion, they may contain informative, explanatory, narrative and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in persuasive texts. By the end of the course, adult learners will be able to apply this knowledge when they produce ads, opinion blogs and letters of complaint, and when they critique ads.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English and Persuasion* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Reading	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Writing	
Production	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing Multimedia/production
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and Persuasion*, 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 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
Uses language/talk to communicate and to learn					■				■
Reads and listens to written, spoken and media texts			■		■				
Produces texts for personal and social purposes			■		■				■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence, cohesion and conciseness
- ✓ consistency or logical presentation of ideas
- ✓ emotional/aesthetic appeal of text
- ✓ facts and opinions
- ✓ layout of business letters (block format, modified block, semi-block)
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ paragraphing
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of ads: use of media devices such as pictures, images, designs, colours, logos, special lettering, etc.
- ✓ textual features of letters of complaint: date, sender's name and address, inside address, formal salutation, body of letter, formal closing, typed signature and written signature and/or identification initials, legible font and standard size paper

Linguistic Elements

- ✓ abbreviations
- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ capitalization and standard punctuation (commas, colons, end punctuation)
- ✓ common sentence errors (e.g. fragments, dangling modifiers)
- ✓ commonly misspelled or confused words
- ✓ language (connotative, aesthetic, figurative)
- ✓ language devices (e.g. jingles, puns, catchy phrases, humour, hyperbole, metaphor, simile, rhyme, rhythm)
- ✓ language functions (contextualizing, summarizing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ simple, compound and complex sentences (coordinators and subordinators)
- ✓ synonyms and antonyms
- ✓ syntax

Cultural References

In this course, teachers may decide to have adult learners explore the aesthetic aspect of culture by focusing on the notions of beauty communicated through and exploited by the world of advertising.

By examining ads that appear on billboards and TV and in magazines and newspapers, adult learners realize that images of attractive young men and women dominate these texts, and they consider the resulting social impact. In the process, they identify the type of ads where sexually provocative language, images, poses and partial nudity are considered appropriate (e.g. in the fashion and music industries), as well as the type of ads where more conservative and average-looking individuals are featured (e.g. in public service, insurance, food and household-cleaning ads). In general, adult learners reflect on the prevalent use of appealing images and language in ads of all kinds and learn to connect these features to the audiences the ads are targeting.

Adult learners may also focus on advertisements that target or feature children and consider the messages these ads convey. For example, adult learners can examine how the vocabulary, colours, images, objects or illustrations in such ads are designed to appeal to impressionable children and the purpose this serves. They may discuss any related ethical concerns, such as the reinforcement of sexual or racial stereotypes, the promotion of unhealthy food choices and so on.

By considering different types of advertisements, adult learners become aware that, while every society has standards of beauty, some social groups find textual features such as flowery language, ornate lettering, monochromatic colour schemes, blatantly sexual or graphic images more or less aesthetically pleasing. All of this depends on the role the text plays within the social group in question.

Alternatively, teachers may decide to focus on the sociological or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
► **Developing and supporting a stance**

Seeking is associated with the communication purposes of gathering and understanding information concerning the target audiences, language styles, and rhetorical devices characteristic of various sorts of persuasive texts. **Imparting** refers to the relaying of information in formal/informal discussions and print or media texts such as ads, ad reviews, opinion blogs and letters of complaint.

Developing is associated with the communication purposes of formulating opinions about the effectiveness of various persuasive texts and formulating ideas when preparing to create similar texts. **Supporting** involves providing reasons for one's opinions of the persuasive texts of others, as well as explaining or defending the ideas advanced in persuasive texts of one's own.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn			■		
Reads and listens to written, spoken and media texts			■		
Produces texts for personal and social purposes			■		

As demonstrated in the chart above and the example of a learning situation below, Environmental Awareness and Consumer Rights and Responsibilities is a broad area of learning well suited to this course.

When adult learners focus on Environmental Awareness and Consumer Rights and Responsibilities, they may develop:

- responsible use of goods and services (e.g. a critical stance towards advertising and other forms of propaganda or manipulation)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Outrage Over the Name of the Emergency Ward

In this learning situation, adult learners are presented with the following scenario:

You have just read a newspaper editorial about the planned renaming of the emergency room of a children's hospital. It is to be renamed after a clothing retailer in exchange for a $10-million donation. The problem is that the retailer has recently launched a sexually charged promotional booklet containing an overt portrayal of teen nudity. The editorial explains that a group of over one hundred doctors and three children's advocacy groups have signed a letter urging the hospital not to go ahead with the renaming. Their letter states that a public health institution for children should not endorse a company that uses sexually explicit images involving teenagers to promote the sale of clothing and other products.

The author of the newspaper editorial, in contrast, believes the renaming of the emergency room is harmless given the fact that the publicly-funded hospital could put this generous donation to good use. The author believes the retailer's use of sexually explicit images of young adults in its advertisement is an insufficient reason for the children's hospital to reject this proposed donation. You do not share the author's view on this issue and decide to express and explain your own view by either sending a letter to the editor or posting an opinion blog.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **advertisements** (e.g. ads with full motion and audio: voice/sound effects/music, ads with print text only or print text and photos)
- **opinion-based texts** (e.g. print/radio/TV commentaries, opinion blogs)
- **letters of complaint** (e.g. a letter to the editor of a community newsletter/newspaper, a local member of parliament, a teacher or a school administrator)

When adult learners discuss a variety of ads, they focus on the ads' social function(s), target audience(s) and communication conventions. They discuss the language in each ad and consider how effectively it persuades the target audience to view the product or service in a particular way. They identify examples of connotative, figurative or aesthetic language (including language that appeals to the sense of sight, smell, touch, taste and hearing) and discuss the effect of the type of language used. They identify the standard page layout of a full or half-page ad and discuss the positioning and interplay of image, colour and print. They discuss the rhetorical devices used in the ad, including media devices such as effective or appealing sound effects/colours/designs/logos, and language devices such as jingles, catchy phrases, puns, humour, hyperbole, rhyme, rhythm, metaphor and simile.

Adult learners discuss how these devices increase the persuasive appeal of the ad and the way beautiful or sexually charged images or words are exploited. They discuss the ad's informative, explanatory, narrative or argumentative elements and analyze the values that the ad embodies or promotes. They also analyze the role of persuasion in advertising in general.
When adult learners discuss a print or recorded commentary and an opinion blog, they focus on the texts' social function(s), target audience(s) and communication conventions. They adopt a suitable reading stance. They compare the level of formality and language style/tone in the selected texts and give reasons for any differences. They evaluate the impact of the texts' persuasive elements such as the use of connotative language, emphasis or repetition. Adult learners identify the viewpoints presented in each text and the main supporting details. They also identify the texts' informative, explanatory, argumentative or narrative elements and express their own point of view on the topic of the commentary or blog.

When adult learners discuss letters of complaint, they focus on the letters' social function(s), target audience and communication conventions. They adopt a suitable reading stance. They compare the level of formality and language tone in the selected letters. They discuss the text layout (block format, modified block or semi-block). They identify the standard parts of a business letter, i.e. the date, sender's name and address, inside address, formal salutation, body, formal closing, typed signature and written signature and/or identification initials. They analyze the nature of the complaint presented in each letter, the supporting details provided and their organization. They evaluate each letter's persuasiveness and provide reasons for their evaluation.

Produce

- **an advertisement**

When adult learners produce a print or media advertisement, they select and promote a product or service with a specific target audience in mind. The ad they produce incorporates at least two of the rhetorical devices (media and language devices) listed on the previous page and the ad uses a suitable layout style. The product or service featured in their ad is clearly identifiable, and the language and images employed are suitable to the target audience.

Text length: maximum 1 page for print ads including images; 15-20 seconds for media ads
Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to the text type and target audience

Produce

- **an opinion blog for the general public**

When adult learners create an opinion blog for the general public, they select a topic on which they have a strong opinion. They may, for example, select a current controversial issue in a national magazine or local newspaper. In the title or opening sentence of their blog, adult learners identify their topic clearly.

They contextualize this topic by providing any necessary background details and state their own opinion. They then explain and defend their opinion by supplying a few supporting facts, arguments or reasons. Finally, they conclude their blog by either summarizing their position, proposing a recommendation of some kind, or posing a question/comment that will stimulate a response to their blog.

Text length: approx. 200-300 words (1 or 2 paragraphs)

Communication context: familiar or unfamiliar audience; fairly formal tone and register suitable to the text type and target audience

Produce

- **a letter of complaint** (e.g. to the editor of a community newsletter/newspaper, a local member of parliament, a teacher or a school administrator)

When adult learners write a letter of complaint, they use formal, concise language. In addition, they use a style that is appropriate to a formal letter of complaint. In other words, they use formal punctuation, include all required business letter parts (date, sender's name and address, inside address, formal salutation, body of letter, formal closing, typed signature and written signature and/or identification initials), and present this information in a suitable order, using a layout such as block format, modified block or semi-block. They organize their text so as to achieve clarity and economy of style.

Adult learners begin their letter with a clear identification of the subject of the complaint, such as inaccurate or incomplete public information, or an objectionable comment, decision or policy. They then provide accurate, precise background information (e.g. who did what when) and specify in detail the exact nature of their complaint. In the second paragraph, they conclude their letter with a statement of the corrective action they desire, or a statement regarding the seriousness of the subject of their complaint.

Text length: approx. 200-300 words

Communication context: familiar or unfamiliar audience; fairly formal tone and register suitable to the text type and target audience

Present orally

- **an ad review**

When adult learners present their review (live or recorded) of an ad chosen or approved by the teacher, they start by identifying the product/service promoted in the ad and its target audience. They give details about some of the persuasive aspects of the ad, such as its use of appealing colours/logos/images, connotative language, humour, hyperbole, jingles, catchy phrases and other rhetorical devices. They then rate the ad's persuasiveness using, for example, a star or point system, explaining what the items in their rating system signify. They provide arguments for their rating.

Text length: 1-1.5 minutes

Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines and discussions as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how successfully they communicated in the texts they created. For example, learners may use self-evaluation checklists or feedback discussions to appraise how clearly and persuasively they communicated their ideas when they produced an ad, presented an oral ad review and wrote an opinion blog and letter of complaint. They may use the same type of evaluation tools to reflect on the effectiveness of the various learning and communication strategies they used, and to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding of contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language to audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Course

ENG-4111-1

English in Poems and Songs

English Language Arts

Introduction

Poetry is a common feature in texts that are written, recited, read and sung for numerous celebratory and commemorative occasions. It is deeply woven into the fabric of our culture. We need only think of the reams of poetic texts that appear on the Internet following a national or global tragedy to see that they are a natural vehicle for expressing emotions and ideas of every description. Indeed, even the simplest poetic texts can deal with universal themes and illuminate the human condition. Essentially, these texts are meant to be heard. When we listen to them attentively, we discover that the human voice is a powerful communication tool that can be enhanced by the gestures, movements and facial expressions of a speaker or singer. In short, we learn that in these and other oral texts, words are only part of the message.

In this 25-hour course, the first of three courses in Secondary IV (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze traditional and free-verse poems and songs. (Traditional texts employ regular poetic meter and rhyme schemes, whereas free-verse texts do not.) Although poems and songs belong primarily to the Narrative genre, whose main social function is to depict human experiences and themes in an imaginative way and stimulate an interpretive, reflective or affective response, they may contain persuasive, explanatory and informative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in traditional and free-verse poetic texts. By the end of the course, adult learners will be able to apply this knowledge when they interpret poetic texts and present readings of both types of poems or songs.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English in Poems and Songs* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

Although only C1 and C2 are targeted in this course, C3 is implicit as it complements some of the learning situations.

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English in Poems and Songs*, 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 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
Uses language/talk to communicate and to learn				■	■				■
Reads and listens to written, spoken and media texts				■	■				

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence and cohesion
- ✓ emotional/aesthetic/intellectual appeal of text
- ✓ layout of poems/songs (e.g. title at the top of page and author's name under title or text; text presented in short lines with minimal punctuation)
- ✓ literary elements such as narrative point of view, setting, symbols and theme
- ✓ main theme and its development
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order)
- ✓ comparison/contrast, example, explanation, listing of ideas)
- ✓ social function(s) of text
- ✓ textual features of poems/songs: titles, verses/stanzas and choruses/refrains

Linguistic Elements

- ✓ adjective and noun phrases
- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ capitalization for song titles and authors, drop initials for certain poems
- ✓ coordinators and subordinators
- ✓ language (connotative, aesthetic, figurative, colloquial)
- ✓ language devices (e.g. alliteration, assonance, humour, hyperbole, irony, onomatopoeia, personification, sarcasm, repetition, rhyme, rhythm/meter, metaphor, simile)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ parallel structure
- ✓ synonyms and antonyms
- ✓ syntax
- ✓ time and sequence markers

Cultural References

In this course, teachers may decide to have adult learners explore the sociolinguistic aspect of culture by focusing on the social conventions that govern the language in specific types of poems and songs. Adult learners may explore, for instance, common themes in rap songs, the language they contain (swear words, street slang and graphic descriptions of violence, sex, etc.), the social values these songs reflect and promote, and the audience they target. They may explore lullabies and carols, texts that contain language suitable for the general public and often deal with themes such as peace and love. They may also explore national anthems and patriotic songs, texts that typically employ formal language and promote group cohesion of various kinds, surfacing in times of social upheaval, war and international sporting competitions. Adult learners may consider how the difference in the language, formality and tone of these texts is connected to the roles they play in society. In addition, they may examine a specific song type such as country and western, and discuss how the down-to-earth humour and attitude toward life in such songs is conveyed through the language they use.

By considering these aspects, adult learners become more keenly aware of how popular songs and poems have the power to express and influence the world-view of their listeners.

Alternatively, teachers may decide to focus on the aesthetic or the sociological aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The family of learning situations targeted in this course is shaded in the table below.

Family of Learning Situations
▶ **Exploring and creating literary diversity**
Seeking and imparting information
Developing and supporting a stance

Exploring is associated with the communication purposes of examining different types of poems and songs: their expressive language, social/cultural values, and emotional or intellectual impact. It is also associated with appreciating their unique potential for expressing complex themes in a condensed and aesthetic form. Creating is associated with the communication purpose of creating and presenting oral readings and interpretations of traditional and free-verse poems or songs.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn				■	
Reads and listens to written, spoken and media texts				■	

As demonstrated in the chart above and the example of a learning situation below, Media Literacy is a broad area of learning well suited to this course.

When adult learners focus on Media Literacy, they may develop:

- knowledge of and respect for individual and collective rights and responsibilities regarding the different media

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Song-Search Competition

In this activity/learning situation, adult learners are presented with the following scenario:

Great Music Canada, a Canadian recording company, is holding a song-search competition and you have decided to participate. To compete, you need to find a poem (published or unpublished) that you believe could be transformed into a popular song by one of your favourite Canadian artists. The poem should be a good match for your chosen artist, in terms of its theme, tone and language. It should also have two to three stanzas that can serve as verses and ideally a refrain that can serve as a chorus. You must then record your reading of the poem. You need to begin your recording by stating the artist's name and, to respect copyright laws, you also need to state the poem's author and title (as well as the publishing company and poetry collection, if applicable). As you deliver your poetry reading, you need to pause between lines and stanzas, and stanzas and refrains to indicate their separation. You need to enunciate clearly and speak slowly and expressively, emphasizing important words to draw out their meaning and intensify their impact.

When you have completed your reading, you must state in less than a minute why you think this text is perfect for your chosen artist. Finally, you must send your recording by regular post or e-mail to Great Music Canada, 300 Queen St. East, Toronto, Ontario, M5A 1S9 or song-search@gmc.com. If you win this competition, your text will be given to your chosen artist for consideration. In recognition of your efforts, the artist will give you a ticket and a backstage pass to his/her next concert in Montréal, and you will have the chance to play your part in today's exciting music scene!

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **traditional and free-verse poems and song texts**
- **song types** (e.g. love songs, rap songs, protest songs, anthems)

When adult learners discuss and analyze traditional and free-verse poems or songs (live/recorded/print versions), they focus on the social function(s), target audience(s) and communication conventions of these texts as well as the usual layout of print texts (e.g. title at the top of page, author's name under text, presentation of text in short lines with minimal punctuation), and adopt a suitable reading stance. When they explore a selected text, they identify the language used in terms of its formality/informality, its relative complexity, and its aesthetic qualities. They identify examples of language devices such as alliteration, assonance, onomatopoeia, personification, rhyme and rhythm. In addition, they identify examples of colloquial, figurative or aesthetic language, including language that appeals to the sense of sight, smell, touch, taste and hearing. They discuss and analyze the impact of stanzas/verses and refrains/choruses and repeated images or words. They assess the text's tone or mood and connect this to the language used. They identify the text's main theme(s) and evaluate its overall emotional/aesthetic/intellectual appeal. They discuss the text's informative, persuasive, explanatory or narrative elements. Furthermore, they compare the act of silently reading poems and songs with listening to them being read or performed aloud. In other words, they evaluate the differences in the impact of the written and spoken texts. They also appraise the effectiveness of the oral communication devices used in the spoken texts, such as clear enunciation, varied voice tone, speed, volume and emphasis, as well as nonverbal language such as gestures and movements.

When adult learners analyze different types of song texts, such as popular love songs, rap songs, protest songs, country and western songs, anthems, lullabies and carols, they focus on their social function(s), target audience(s), main themes and implicit social/cultural values. They identify some of the language devices used (see examples above) as well as the type or style of language/vocabulary characteristic of a given song type. They may research and compare the characteristics of the same song types over different time periods, for example, love or protest songs from different decades. Adult learners discuss any informative, persuasive, explanatory or narrative elements in the selected songs.

Present orally

- **a traditional poem or song text they have selected** *or* **written**
- **a free-verse poem or song text they have selected** *or* **written**

When adult learners present a reading of a traditional poem/song, they use oral communication devices characteristic of a poetry reading. (For example, they emphasize key words and use expressive voice tone, pauses, gestures and facial expressions.) They answer questions on various aspects of their text, e.g. its tone, style, word choice, meaning or main theme, and language devices such as rhyme and rhythm. (See above for additional examples of language devices.) Adult learners also answer questions about the oral communication devices they used when presenting their reading, and provide reasons for the choices they made.

Text length: 3-4 stanzas or verses (at least 4 lines each)

Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to the text type and target audience

When adult learners deliver a reading of a free-verse poem or song text, their text includes some characteristic poetic features such as figurative language (e.g. imagery, metaphor, simile) and other language devices such as alliteration, assonance, repetition and rhythm or meter. In addition, they deliver their text in a style characteristic of a poetry reading. In other words, they use some of the oral communication devices previously listed to enhance the oral delivery of their text. After their reading, they answer questions on their oral delivery and on various aspects of the text such as its theme(s), language and language devices, etc.

Text length/delivery time: 1-2 minutes

Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, discussions and rehearsing as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how successfully they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how adequately they responded to questions about the main theme and the language or language devices in the poetic text they presented, as well as to appraise how effectively they communicated their interpretation of this text when they gave their reading. Learners may use the same type of evaluation tools to identify the communication strategies they used and to reflect on what they learned as a result of discussing and presenting these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts

Course

ENG-4112-2

English and the World of Story

English Language Arts

Introduction

Memoirs and novels stock the shelves of bookstores across the country, and avid readers rely on them for enjoyment and enlightenment. Some of these texts are later transformed into films, their stories recast to express the vision of their directors, and their merits assessed by those of us who have read their print counterparts. Films in general attract a wide audience in today's highly visual culture. In fact, due to the enormous quantity and variety of available films, many of us consult film trailers and reviews before deciding what to see. Then, after seeing a film, we dissect its plot, message and structure just as we dissect a novel that we've enjoyed reading. In short, the content and form of narrative texts are common topics of discussion in our contemporary society. The reason is simple: these texts stimulate our imaginations and speak to our emotions. In developing the ability to understand these texts more fully, we learn how to make increasingly complex connections and broaden our artistic appreciation.

In this 50-hour course, the second of three courses in Secondary IV (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze novels/novellas and films. Although these texts fall under the Narrative genre, whose main social function is to depict human experiences and themes in an imaginative way and to stimulate an interpretive, reflective or affective response, they may also contain persuasive, informative, explanatory and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in narrative texts. By the end of the course, adult learners will be able to apply this knowledge when they write film reviews and essays comparing novels/novellas with their film adaptations.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English and the World of Story* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

Although only C2 and C3 are targeted in this course, C1 is implicit as it complements the learning situations.

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Writing	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and the World of Story*, 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 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
Reads and listens to written, spoken and media texts			■		■				
Produces texts for personal and social purposes			■	■	■				■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ cinematic elements (e.g. cinematography and soundtrack; related effects such as fear, foreshadowing, humour, pathos, shock, suspense, surprise or a frightening/surreal/romantic atmosphere)
- ✓ emotional/aesthetic/intellectual appeal of text
- ✓ coherence and cohesion
- ✓ consistency and logical presentation of ideas
- ✓ literary elements (e.g. characterization, climax, conflict and resolution, dialogue, narrative point of view, plot, protagonist and antagonist, setting, symbolism, theme)
- ✓ main and supporting ideas
- ✓ methods of organization (analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ paragraphing (features of introductory, body and concluding paragraphs)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ story development (clear beginning, middle and end; action propelled by a central conflict)
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of film reviews: title of film, director, film genre, actors and characters
- ✓ textual features of novels/novellas: title and author, preface, chapters, numbered or partitioned sections, etc.
- ✓ topic sentences and thesis statements

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ appositive phrases
- ✓ capitalization and punctuation (commas, semicolons, quotation marks, end punctuation)
- ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers)
- ✓ commonly misspelled or confused words
- ✓ language (neutral, connotative, aesthetic, figurative, colloquial)
- ✓ language devices (e.g. imagery, metaphor, simile, humour, hyperbole, irony, onomatopoeia, personification, sarcasm)
- ✓ language functions (contextualizing, summarizing, rephrasing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ parallel structure
- ✓ relative clauses
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ synonyms and antonyms
- ✓ syntax
- ✓ transition expressions including time and sequence markers

Cultural References

In this course, adult learners can explore the aesthetic aspect of culture by focusing on the different sorts of devices that enhance the beauty and appeal of films and novels/novellas. Film directors use a variety of cinematic devices to create a powerful impact on the viewer. These devices include the use of effective camera angles, lighting, colours or textures, close-ups, slow motion scenes, freeze-frames, flashbacks and special effects. In addition, film directors may use period costumes or dramatic musical scores to appeal to their audience. By focusing on these different cinematic devices, adult learners become more aware of how these devices contribute to the artistry and impact of a particular film. They consequently become more appreciative of the aesthetic potential of the film medium in general.

Writers of novels or novellas, on the other hand, rely more on language devices to create a sensory, visceral or imaginative experience for the reader. For example writers use alliteration, assonance, onomatopoeia and poetic or musical language to create a pleasing effect on the reader's ear. They use strong visual imagery to create vivid mental pictures in the reader's mind, and they use humour, hyperbole, metaphors, similes, symbols and ironic connotative language to stimulate the reader's emotions or intellect. When adult learners focus on these language devices, they learn to respond to narrative texts in a more reflective way and experience greater aesthetic enjoyment.

Alternatively, teachers may decide to focus on the sociological or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term "families of learning situations" refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
▶ **Exploring and creating literary diversity**
Seeking and imparting information
▶ **Developing and supporting a stance**

Exploring is associated with the communication purposes of reading/viewing/listening to and discussing the characteristic features and related impact of various types of narrative texts such as films and novels/novellas. **Creating** is associated with the communication purpose of creating original film reviews that demonstrate a personal viewpoint and style.

Developing is associated with the communication purposes of formulating and adjusting interpretations and assessments of films and novels/novellas in collaborative discussions.

Supporting is associated with the communication purpose of providing reasons for these interpretations and assessments in written film reviews and formal comparison/contrast essays.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Reads and listens to written, spoken and media texts				■	
Produces texts for personal and social purposes				■	

As demonstrated in the chart above and the example of a learning situation below, Media Literacy is a broad area of learning well suited to this course.

When adult learners focus on Media Literacy, they may develop:

- an assessment of the aesthetic qualities of media production (e.g. understanding the impact of various film devices and their contribution to the aesthetic quality of film texts)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Film Review Contest

In this learning situation, adult learners are presented with the following scenario:

Every Friday your favourite theatre chain, Newest Flicks, invites filmgoers to submit a positive film review of one of the films currently playing in its theatres, and you have decided to send a submission.

According to the contest rules, you need to write a film review that explains in 150-200 words why people should come and see one of Newest Flicks' current films. You need to start your review by naming the film you have selected and then provide several good reasons why this film is worth seeing. You need to comment, for example, on several aspects such as the quality of the plot, acting, dialogue, cinematography or special effects. Before submitting your review, you need to check it over carefully because it must be ready for distribution to the general public. Then, you have to e-mail your film review to reviews@newestflicks.com and CC nine of your friends. At the end of the week, Newest Flicks will choose the best submission, and the winner will receive a free one-month pass (valid at any of its theatres). In addition, each of the winner's nine friends will receive a free ticket to one of its films.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- films and film reviews
- a novel/novella and its film adaptation
- a comparison/contrast essay

When adult learners discuss and analyze films, they focus on their social function(s), target audience(s) and communication conventions. They discuss the language style in each selected film, its cinematic elements and any related effects. For example, they discuss and analyze film elements such as soundtrack and cinematography (camera angles, close-ups, freeze-frames, slow-motion/flashbacks, colour and lighting). They then identify related effects such as fear, foreshadowing, humour, pathos, shock, surprise, suspense or a frightening/surreal/romantic atmosphere. They discuss and analyze film features such as the use of special visual or sound effects, short scenes, subplots and linear/nonlinear plotting. In addition, they discuss and appraise the quality of the dialogue and acting in the selected film. They identify literary elements such as characterization: reactions/roles/traits of main and minor characters; climax; conflicts: internal/external and their resolution; dialogue; main and minor themes; narrative point of view; plot; protagonist and antagonist; setting; and symbolism.

When adult learners examine a film review, they focus on its social function, target audience and language style, and discuss the connection between these elements. They analyze the construction of the film review, including the contextualizing details provided at the beginning of the review (details on the name of the film, film genre, director, principal actors and the characters they play) and the summarizing remarks provided at the end. Adult learners discuss any comments about the cinematic elements of the film as well as comments about the main theme(s), the credibility of the plot/characters, the quality of the dialogue/acting/cinematography, the emotional/aesthetic/ intellectual appeal of the film, and so on.

They assess whether the overall rating in the review corresponds to the evidence given. They identify the methods of organization used (e.g. comparison/contrast, cause/effect) and analyze the review's informative, persuasive, explanatory and argumentative elements.

When adult learners discuss and analyze the novel/novella they have chosen in collaboration with the teacher, they focus on the text's social function, target audience and communication conventions. They do some research on the setting of the novel/novella. They adopt a reading stance that is suitable to the passage they are examining and the type of information they are seeking. They discuss the language style adopted and identify some examples of aesthetic, figurative and colloquial language, as well as examples of language devices such as imagery, irony, humour and sarcasm. They identify the text's literary elements (see the examples of literary elements on the previous page).

In addition, they construct interpretations by reading between the lines, analyzing language choices, making links between key passages and drawing upon their personal observations and experiences. They explain their interpretations of the characters, events and themes by providing concrete supporting evidence from the primary text. At the same time, they provide evidence for any generalizations and conclusions they make. Adult learners then view the film adaptation of their text. During the viewing process, they discuss and evaluate the film's cinematic elements (see the examples of cinematic elements on the previous page). They then compare the print and film versions, discussing and analyzing some central differences in the two narrative forms. For example, adult learners understand that print narratives create a visual image of the story events through words alone, whereas films may use minimal dialogue and tell a large part of the story through moving pictures. Adult learners compare the print and film version of the selected text and identify changes in the plot or storyline, characterizations, setting, general atmosphere and so on. After the viewing, they assess the overall appeal/impact of the two texts, providing detailed reasons for their assessments.

When adult learners discuss and analyze a comparison/contrast essay, they focus on its social function(s), target audience and communication conventions. They adopt a suitable reading stance. They identify the formal language and organizational structure used in this type of essay. They identify the necessary elements in each paragraph. They discuss the role of the introductory paragraph and the contextualizing and clarifying details it provides on the texts and topics being compared. They analyze the thesis statement that appears at the end of this paragraph and its role in specifying the general nature of the comparison. They also analyze the role of the topic sentences that begin each body paragraph.

Adult learners understand that each topic sentence contains a controlling idea and that this topic sentence is related to all of the supporting details that follow it. They examine the content in the concluding paragraph and analyze its role in the essay. They identify any methods of organization used, such as chronological order, cause/effect, comparison/contrast or example, and identify the essay's informative, explanatory, persuasive or argumentative elements.

Produce

- **a film review**

When adult learners write a film review, they include standard review elements such as the name of the film, film genre, director, principal actors and characters. They give a brief description of the setting, plot and main theme. They then comment on three to four aspects of the film, such as the credibility of the plot or characters, the quality of the dialogue/acting/cinematography/soundtrack and special effects and the emotional/intellectual impact of the film. They organize their comments, presenting separate points in separate paragraphs, and provide reasons for the rating they have given of the selected film. They indicate their rating in the final line of their review, using a star system, for example.

Text length: 300-350 words

Communication context: familiar or unfamiliar audience; fairly formal tone and register suitable to the text type and target audience

Produce

- **a comparison/contrast essay**

When adult learners write an essay comparing/contrasting a novel/novella with its film adaptation, they use a standard five-paragraph structure. They select three of the following six points of comparison: the treatment of the main themes, the believability of the characters, the development of the plot or main conflict, the effectiveness of the dialogue, the effectiveness of the ending, and the overall emotional/intellectual impact. They begin with an introductory paragraph that provides contextualizing information such as the title of the two texts and the general storyline. The introductory paragraph ends with a thesis statement that indicates the nature of the comparison developed in the essay. This thesis statement either specifies the three points of comparison selected or is general enough to encompass them. Adult learners then develop one of these points of comparison in each of their three body paragraphs. Each body paragraph begins with a topic sentence that clearly states the point of comparison and contains a controlling idea. Several specific examples and details are provided to support the topic sentences. In the concluding paragraph, adult learners rephrase and summarize their main points and state their conclusions about the relative merit of the two texts.

Text length: 400-500 words

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools, such as brainstorming, lists, outlines and discussions as they begin preparing their texts. Teachers need to also ensure that adult learners later actively reflect on how well they communicated their intended message in the texts they created.

For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they explained and supported their ideas when they wrote their film reviews and comparison/contrast essays, and how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Course

ENG-4113-3

English to Inform

English Language Arts

Introduction

In order to fully participate in today's world, we need to know how to sift through, discuss, explain, use, synthesize and summarize the plethora of information we receive from a diversity of sources. Most importantly, we need to be able to evaluate how much of this information is based on fact since even texts that are primarily factual may at times contain digressions or indications of their authors' personal bias. To varying degrees, these texts may shift back and forth from one text genre to another. When we notice such shifts, we are able to assess the type and quality of information before us, i.e. we are able to determine its reliability and level of objectivity.

In this 75-hour course, the third of three courses in Secondary IV (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze news reports, feature stories and documentaries. Although these texts belong primarily to the Informative genre, whose social function is to provide a reliable and neutral account of events, situations or natural/social/cultural phenomena, they may contain persuasive, narrative, explanatory and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in informative texts. By the end of the course, adult learners will be able to apply this knowledge when they present oral news reports and write reports and feature stories.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English to Inform* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Writing	
Production	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing Multimedia/production
Learning	**Cognitive**	Activating prior knowledge Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English to Inform*, 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 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
Uses language/talk to communicate and to learn	■				■	■			■
Reads and listens to written, spoken and media texts	■				■	■			
Produces texts for personal and social purposes	■				■	■			■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence and cohesion
- ✓ consistency or logical presentation of ideas
- ✓ emotional/aesthetic/intellectual appeal of text
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ layout of feature stories/written reports (title at top, author's name at top or bottom of text, text presented in columns under headings/subheadings)
- ✓ objectivity and bias
- ✓ paragraphing (features of introductory, body and concluding paragraphs)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of ideas
- ✓ textual features of reports and feature stories: titles, headings/subheadings, images, pictures and captions, coloured lettering, etc.

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ capitalization and punctuation (commas, quotation marks, end punctuation)
- ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers)
- ✓ commonly misspelled or confused words
- ✓ language (neutral, connotative)
- ✓ language devices (e.g. hyperbole, irony, innuendo)
- ✓ language functions (contextualizing, summarizing, paraphrasing, rephrasing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ parallel structure
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ synonyms and antonyms
- ✓ syntax
- ✓ transition expressions including time and sequence markers

Cultural References

In this course, teachers may decide to have adult learners explore the sociolinguistic aspect of culture by focusing on the differences in the language and information contained in news reports, documentaries and feature stories. By examining live and written news reports on the same event, for instance, adult learners discover that live news reports tend to be more informal in tone and skimpier in factual content than written news reports. Society expects live news reports to be sound bites, a shorthand version of the main news events. In contrast, society expects written news reports to cover main and minor news events of the day and to include more factual information on these events, in language that is for the most part both formal and neutral.

When adult learners examine documentaries, they discover that the social conventions governing these texts are changing. In the past, documentary texts were also expected to use formal, neutral language and to “stick to the facts,” whereas today it is increasingly acceptable for documentary texts to use informal and connotative language and to transparently promote specific social values. Similarly, when adult learners examine feature stories, they discover that it is customary for news feature stories to deliver the facts in a more neutral, straightforward, pared-down fashion than popular magazine feature stories, which may include street jargon, humour, sexual innuendoes, shocking images and colourful and descriptive language.

By considering these different types of informative texts, adult learners become aware that the differences in language style and content are connected to the roles these texts play in our society. Alternatively, teachers may decide to focus on the aesthetic or the sociological aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
► **Developing and supporting a stance**

Seeking is associated with the communication purposes of gathering, sorting and extracting information from different types of informative texts such as live/radio/TV/print news reports, documentaries and feature stories. **Imparting** is associated with the communication purposes of relaying, explaining and summarizing this information to others.

Developing is associated with the communication purposes of formulating ideas/opinions about the objectivity of the content presented in news reports, documentaries and feature stories. **Supporting** is associated with the communication purposes of providing evidence for one’s opinion that a selected text does or does not contain bias or strong elements of persuasion. It is also associated with providing evidence for the position adopted in one’s own reports and feature stories.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn			■		
Reads and listens to written, spoken and media texts			■		
Produces texts for personal and social purposes			■		

As demonstrated in the previous chart and the example of a learning situation below, Environmental Awareness and Consumer Rights and Responsibilities is a broad area of learning well suited to this course.

When adult learners focus on Environmental Awareness and Consumer Rights and Responsibilities, they may develop:

- an awareness of the interdependence between the environment and human activity (e.g. the impact of lifestyle choices on global warming, pollution, sustainable energy, clean water supplies)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Possible Connection Between Brain Tumours and Farming Practices

In this learning situation, adult learners are presented with the following scenario:

You have just heard that an unusually high incidence of brain cancer has been reported in a nearby rural area, including in young adults. Alarmed by these cases, you go online to find out the causes and average incidence of brain tumours. Since you have heard somewhere that brain tumours may be connected to environmental pollution, you also read a recent report on common pesticides used by Québec farmers.

You then gather some additional information on the pesticides used by the farmers in the area where the cases of brain tumours have appeared. Later, you share your research information with some friends, and they convince you to make it public by writing and submitting a feature story to a weekly newspaper that serves the community in question.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **news reports** (e.g. print, TV, radio, streaming, podcast news reports)
- **feature stories** (e.g. assorted newspaper and magazine feature stories)
- **objective and persuasive documentaries**

When adult learners discuss and analyze different types of news reports, they focus on the texts' social function(s), target audience(s) and communication conventions. They identify textual features characteristic of print news stories such as the use of columns, pictures, captions and underlined headings. They discuss the standard use of neutral language in a news report and the reason for its use. They understand that TV news reports, for example, are often more informal than print news reports and also more persuasive because TV reporters use body language, voice tone and word emphasis to draw the audience's attention to certain information. Adult learners summarize the factual content in each report and analyze the way it is organized or presented. They identify the methods of organization used, for example, cause/effect, chronological order, comparison/contrast, example and listing of ideas. They identify the report's narrative, explanatory or persuasive elements. (Ideally, they examine two or more types of reports on the same news item. This helps them to better understand the special communication features of each.)

When adult learners discuss and analyze assorted written feature stories, they focus on the texts' social function(s), target audience(s) and communication conventions and adopt a suitable reading stance. They compare the language formality and neutrality in a newspaper and magazine feature story. They understand that, in general, a newspaper feature story tends to be more pared down than a magazine feature story and also more neutral and formal in tone. They summarize the main topic and main ideas presented in each selected text and evaluate the quality of evidence provided. They compare the content, layout and organization of the two types of feature stories and discuss how a magazine feature story, due to its greater length, tends to contain more descriptive details and also more explanations of the facts than the average newspaper feature story. They identify some of the methods of organization used in both texts. (See examples above.) They also analyze the impact of the title, headings and subheadings, as well as any pictures/graphics/colours the story contains. They appraise the story's overall intellectual, emotional or aesthetic appeal.

When adult learners discuss and analyze objective and persuasive documentaries, they focus on the social function(s), target audience(s) and communication conventions of each selected text. They evaluate the text's language in terms of neutrality and identify and analyze the impact of any connotative language and emotionally charged images the text contains. In other words, they examine the text for signs of personal bias and assess the text's overall objectivity.

Adult learners discuss and summarize the main ideas presented and discuss the credibility of the sources or experts cited. They also evaluate the quantity of factual information provided. They appraise the text's intellectual, emotional or aesthetic appeal. They provide concrete evidence for their conclusions or opinions. In the case of a persuasive documentary, they identify the author's/director's point of view on the topic as well as their own.

Present orally

- **a report**

When adult learners present their oral report, they first introduce their topic (for example, an event/accident or project) and establish a clear context by providing necessary background

information such as the time and location of the event/accident/project. They then elaborate on their topic by providing a number of facts and other types of research information such as expert opinions, observations or eyewitness accounts. They paraphrase this information or identify and directly quote their source. They present this information in a logical fashion, using a method of organization such as cause/effect, chronological order, example or explanation. They end their report with concluding remarks that summarize their findings or the final outcome of the event/accident/project on which they are reporting. They use neutral language overall and a variety of oral communication devices such as varied voice tone, speed, volume, expression and emphasis to generate interest. They respond to questions from the audience and rephrase when clarification is necessary.

Text length: 2-3 minutes

Communication context: familiar or unfamiliar audience; fairly formal tone and register suitable to the text type and target audience

Produce

- **a written report (print or electronic)**

When adult learners write a report, they use concise, neutral language and a layout style characteristic of this text type. They may choose to write a report detailing a factual event or the facts surrounding a new phenomenon, product or technological gadget, for example. Alternatively, they may write a report summarizing the information on a person/event/situation presented in a documentary text. They begin by stating the topic of their report and contextualize the topic by providing any necessary time/date references. They then elaborate on this topic by providing relevant facts and details. They present their information in a logical fashion, using suitable methods of organization such as cause/effect, chronological order or explanation. They show audience awareness by filling in any possible information gaps. They paraphrase their information overall, and if they include direct quotes, they clearly identify the speaker and enclose the speaker's exact words inside quotation marks.

Text length: 300-350 words, excluding prepositions and articles

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Produce

- **a feature story**

When adult learners write a feature story on an accident/event or a project/personality, they select a target audience and use a layout style characteristic of this text type. For example, they provide a suitable title for their story and place the author's name under the title or at the end of the text. They include headings that may have coloured or distinctive lettering, and pictures/images with captions identifying the people or objects illustrated.

Adult learners begin their story with an introduction that establishes a context and provides time/date references. They flesh out the story by providing relevant information and background details. They present this information in a logical fashion, using suitable methods of organization such as chronological order, cause/effect, example and explanation. Although their story may be informative overall, it may also contain brief descriptions of the main characters and aesthetic and connotative language where suitable. Adult learners may provide direct quotations from the people mentioned in the story or paraphrase remarks. In their concluding section, they summarize the point of the story or its final outcome.

Text length: 500-600 words, including quotations

Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines, storyboards and discussions as they begin creating their oral/written/media texts. Teachers also need to ensure that adult learners actively reflect on how well they communicated their intended message in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they explained and supported their ideas in their oral and written reports and feature stories, and how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Course

ENG-5101-1

English and Plays

English Language Arts

Introduction

Plays are part of a long-standing oral tradition. In cities, towns and schools across the country, theatre enthusiasts attend productions of musicals, mystery plays, and various comedic, dramatic or experimental works by established and lesser known playwrights. Many amateur theatre companies write their own plays, while improvisational theatre groups appear regularly in popular comedy festivals. Plays, in other words, continue to occupy a prominent role in our everyday life. When we explore the nuanced and aesthetic language characteristic of such texts, we develop our artistic appreciation and our interpretative abilities.

In this 25-hour course, the first of three courses in Secondary V (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze plays. Although these texts belong primarily to the Narrative genre, whose social function is to depict human experiences and themes in an imaginative way and to stimulate an interpretive, reflective or affective response, they may contain persuasive, informative, explanatory and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of the communication conventions used in plays. By the end of the course, adult learners will be able to apply this knowledge when they interpret plays and when they create and perform play scenes of their own.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English and Plays* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

Although only C1 and C2 are targeted in of this course, C3 is implicit as it complements the learning situations.

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Production	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Multimedia/production
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and Plays,* 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 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
Uses language/talk to communicate and to learn			■	■	■				■
Reads and listens to written, spoken and media texts			■	■	■				

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence and cohesion
- ✓ emotional/aesthetic/intellectual appeal of text
- ✓ literary elements (characterization; climax; conflict and resolution; dialogue; narrative point of view; plot; protagonist and antagonist; setting, symbolism, theme)
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ social function(s) of text
- ✓ story development (clear beginning, middle and end; action propelled by a central conflict)
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of play scripts: title of play and author; cast of characters; italicized and/or bracketed stage directions; name of speaker preceding dialogue; acts and/or scenes
- ✓ theatrical elements (e.g. costumes, lighting, music, props, set design, sound effects)

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ coordinators and subordinators
- ✓ language (connotative, neutral, aesthetic, figurative, colloquial)
- ✓ language devices (e.g. alliteration, assonance, irony, innuendo, metaphor, simile, oxymoron, paradox, repetition, hyperbole, understatement)
- ✓ language functions (contextualizing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, expression, emphasis, enunciation, pronunciation)
- ✓ syntax
- ✓ transition expression including time and sequence markers

Cultural References

In this course, teachers may decide to have adult learners explore the aesthetic aspect of culture by having them focus on the theatrical elements and dramatic devices common to staged plays. In this way, adult learners discover that elements and devices are designed to enhance the beauty or the artistic quality of a play.

For example, skilful playwrights and directors may intensify the aesthetic appeal of a play through the use of a visually striking set. They may add to the play's appeal by having actors use mime or dance movements or freeze like statues; alternatively, they may have the actors enter the theatre from behind the audience or have them sit in the audience and rise at a pivotal moment. Directors may also add to the symbolic dimension of a play or heighten the impact of a scene by projecting images on large screens above the stage. Lighting and music are also particularly effective in creating aesthetic effects, as are off-stage sounds such as drumbeats, gunshots, whispering, whistling, and so on. An echoing scream, a graceful sweep of the hand, an accusing finger, a falling feather—these are but a few of the countless dramatic devices used in plays.

By considering the rich variety of devices conventionally used in the world of theatre, adult learners become more aware of how these devices enhance the aesthetic, emotional or intellectual impact of a play. They also become more aware of the important social role that plays may serve. They discover that through the vehicles of art and beauty, plays can create a deep and lasting impression on an audience, one which may "dramatically" alter their thinking about the situation presented and even, in some cases, inspire them to take social action.

Alternatively, teachers may decide to focus on the sociological or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The family of learning situations targeted in this course is shaded in the table below.

Family of Learning Situations
▶ **Exploring and creating literary diversity**
Seeking and imparting information
Developing and supporting a stance

Exploring is associated with the communication purposes of examining, discussing and sharing impressions and interpretations of plays that are read, viewed or listened to. **Creating** is associated with the communication purposes of writing/revising/adapting and presenting play scenes that re-enact actual or fictional events in aesthetic and imaginative ways.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn				■	
Reads and listens to written, spoken and media texts				■	

As demonstrated in the chart above and the example of a learning situation below, Media Literacy is a broad area of learning well suited to this course.

When adult learners focus on Media Literacy, they may develop:

- an understanding of media representations of reality (e.g. an understanding of the elements of media language, an assessment of the aesthetic qualities of media productions)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Theatre Night at the Resort

In this learning situation, adult learners are presented with the following scenario:

You are vacationing at a resort. Usually after supper, the hotel entertainment staff puts on a music/dance/magic show for the guests. However, today as you are having breakfast in the dining area, you see an announcement that tonight's show will be a collaborative theatrical production organized by the guests at the resort. The staff has divided the guests into teams and posted the list of teams next to the announcement. Since the object of the activity is to help hotel guests become better acquainted, the members of each team do not know each other.

According to the instructions given by the hotel staff, at tonight's show, each team must present a short dramatic scene (no longer than 5 minutes) based on a children's story, a fairy tale, a classic tale or a scene from a famous play or film. The hotel staff has also offered to help the teams by supplying props and costumes for their scenes. You meet your team and prepare for the evening show.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **a play script**
- **a live/filmed and an audio play**

When adult learners discuss and analyze a play script, they focus on its social function(s), target audience(s) and communication conventions and adopt a suitable reading stance. They identify textual features such as the presentation of the play's title, author, cast of characters, dialogue (and possibly production notes from the playwright), as well as the division of the play into acts/scenes.
They examine the italicized and/or bracketed stage directions and the information provided on the setting, set design, stage props, lighting, music, sound effects and the actors' appearance, movements, gestures, emotions or expressions. They discuss how the stage directions help readers

contextualize and follow the action of the play. They also discuss the fact that reading a play requires imagination because readers can neither see the setting/actors nor hear the actors' voices. (Ideally, to enrich their discussions, adult learners read the scenes in the script aloud after reading them silently.)

When adult learners discuss and analyze a live/filmed and an audio play, they focus on each play's social function(s), target audience(s) and communication conventions. In the case of a live/filmed play, adult learners discuss the impact of dramatic techniques such as the actors' gestures, movements and voice tones, as well as theatrical elements such as costumes, lighting, music, props, set design and sound effects. In the case of an audio play, adult learners discuss the need to distinguish between the voices and speaking styles of the actors, since the setting and actors are not visible. Adult learners identify the sound effects used in the audio play and analyze how these intensify the action and compensate for the lack of visual clues.

In addition, for each of the play texts selected, adult learners do any necessary research on the setting or social/historical context. They discuss how the research information affects their understanding of the play's characters and events. They analyze the play's literary elements: the antagonist and protagonist; central plot and climax; characterization: descriptions/roles/relationships/ reactions/traits of main and minor characters; dialogue; internal/external conflicts and their resolution; main/minor themes; setting and symbols. Adult learners construct interpretations of the main characters, events, themes and symbols by reading between the lines, analyzing language choices, making links between key passages, drawing conclusions and drawing upon their personal observations and experiences. They also base their interpretations on the action in the play, the various theatrical elements used, and the actors' voice tones, gestures, etc. They provide relevant and sufficiently detailed supporting evidence for their interpretations. They also discuss the language style of the characters and identify some examples of aesthetic and possibly colloquial language, as well as examples of language devices such as humour, hyperbole, irony, innuendo, metaphor and sarcasm.

Adult learners analyze the possible impact of the play's language/language devices on the emotions, imagination and intellect of the audience. Lastly, if a narrator is included, they discuss his/her role in helping the audience better understand the play. They evaluate some persuasive, argumentative, explanatory or informative elements in each play examined.

Produce

- **a script for a play scene**

When adult learners produce a script for a play scene, they may do so individually or collaboratively. This means they may produce a script for a dramatic monologue or for a two-to-four person scene.
They base their scene on the characters and events in one of the plays discussed in class and, to achieve continuity and credibility, they include relevant material from the play's earlier scenes or acts. Basically, adult learners write a new ending or final scene for the selected play and new dialogue for the characters. This final scene is propelled by some sort of conflict and therefore

exhibits dramatic tension or rising and falling action. Adult learners present their script in a suitable form, i.e. they include the title of the play, the number of the act/scene and the names of the cast members and corresponding characters. They also include stage directions detailing the setting, lighting, props, and actors' appearance/movements/gestures/emotions, and so on.

The writing in the script is not formally evaluated; it simply serves as preparation for the oral presentation of the play scene, which is explained below.

Present orally

- **a live/recorded play scene**

Adult learners present a scene based on the script they have written for a dramatic monologue or a two-to-four person scene. If they present a live or filmed performance of their play scene, they use theatrical elements such as costumes, props, set design, lighting, music, as well as dramatic techniques such as movements, gestures and facial expressions. If adult learners produce an audio play (scene), they incorporate some sound effects. In live, filmed and audio play scenes alike, adult learners use various oral communication devices such as varied voice tone, speed, volume, expression, emphasis; clear enunciation; and silences. They deliver their play scene as a performance text and not as a reading. At the end of their scene, they answer questions from the audience about the characters, action and dialogue in their scene, as well as various production decisions they made.

Adult learners are evaluated on the effectiveness of their oral communication, the credibility of their dramatic scene and the quality of its content and presentation. They are not evaluated on the technical or production aspects of their scene.

Text length: 3-5 minutes for dramatic monologues; **6-8 minutes** for groups of two to four

Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools, such as brainstorming, lists, outlines, storyboards, discussions and rehearsing as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on how successfully they communicated their intended message in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they conveyed their dramatic interpretation of a play in the scenes they produced, as well as to appraise how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts

Course

ENG-5102-2

English and Written Narratives

English Language Arts

Introduction

Narrative texts are a time-honoured way of recording and interpreting human experience. Examples include various works of fiction, literary biographies, human interest stories, and fictional or factual accounts of the private lives of public figures, to name but a few. In fact, many of us look to skilled writers of literary narratives to flesh out and unravel the complexities of common human dilemmas and important social or historical events. Skilled narrative writers inspire us to reflect deeply on the situations depicted, and this reflection in turn develops our interpretative and critical thinking skills. Furthermore, solid familiarity with these texts broadens our knowledge of the expressive, aesthetic and symbolic aspects of language that form the cornerstone of cultural appreciation.

In this 50-hour course, the second of three courses in Secondary V (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze short stories and novels. Although these texts all belong primarily to the Narrative genre, whose social function is to depict human experiences and themes in an imaginative way and to stimulate an interpretive, reflective or affective response, they may contain persuasive, informative, explanatory and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

This course helps adult learners broaden their knowledge of the communication conventions used in short stories and novels. By the end of the course, adult learners will be able to apply this knowledge when they interpret these texts and when they write short stories and critical essays on selected novels.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English and Written Narratives* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

Although only C2 and C3 are targeted in this 50-hour course, C1 is implicit as it complements the learning situations.

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3,Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3,Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3,Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production); the processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Writing	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English and Written Narratives*, 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 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
Reads and listens to written, spoken and media texts			■		■				
Produces texts for personal and social purposes			■		■				■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence, cohesion and conciseness
- ✓ consistency or logical presentation of ideas
- ✓ emotional/aesthetic/intellectual appeal of text
- ✓ literary elements (characterization, climax, conflict and resolution, dialogue, narrative point of view, plot, setting, symbolism, theme)
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation)
- ✓ paragraphing (features of introductory, body and concluding paragraphs)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of a text
- ✓ story development (clear beginning, middle and end; action propelled by a central conflict)
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of novels and short stories: title and author; chapters and/or sections
- ✓ thesis statements and topic sentences

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ appositive phrases
- ✓ capitalization and punctuation (commas, quotation marks, ellipsis, end punctuation)
- ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers, phrases and clauses)
- ✓ commonly misspelled or confused words
- ✓ language (descriptive, aesthetic, figurative, colloquial)
- ✓ language devices (e.g. hyperbole, humour, irony, personification, understatement; imagery, metaphors, similes)
- ✓ language functions (contextualizing, summarizing, paraphrasing, rephrasing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ paragraphing (features of introductory, body and concluding paragraphs)
- ✓ parallel structure
- ✓ relative clauses
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ syntax
- ✓ transition expressions including time and sequence markers

Cultural References

In this course, adult learners can explore the sociological aspect of culture by focusing on the different sorts of conflicts that arise between key characters in the narrative texts examined. In truth, there is no story without conflict, for conflict is what moves the action forward.

By focusing on interpersonal conflicts, adult learners become more aware of how these conflicts are connected to the social roles and responsibilities the characters assume in relation to one another. Generally speaking, “family” relationships are considered more primary than relationships formed at work, school, church or elsewhere. Society, in other words, expects certain kinds of behaviour from people who are related by blood, marriage or long-term friendship. Parents, for example, are seen as having more obligations to their young children than their children have to them; while grown children are generally seen as responsible for their aging or infirm parents. Furthermore, siblings, husbands, wives and close friends are expected to be loyal, supportive, caring and committed to each another, and so on. This means that when people who are connected by blood, marriage or friendship fail to meet societal or personal expectations, the stage is set for a central conflict. Of course, conflict can arise between people who are not related in these ways, but since their social obligations to each other are much weaker (less is expected of in-laws than of blood relatives and even less of neighbours, acquaintances, coworkers, strangers and so on), these conflicts are often considered minor. By and large, society recognizes that a person’s difficult relationship with key figures such as family members, life partners or dear friends may have damaging or far-reaching consequences, i.e. it may dramatically impact the person’s life story.

Narrative texts are essentially concerned with the complexities of interpersonal relationships, particularly the divisive factors that can rupture the bond between fellow human beings. By

considering these texts, adult learners become aware that society attributes more importance to specific kinds of interpersonal relationships.

Alternatively, teachers may decide to focus on the aesthetic or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
► **Exploring and creating literary diversity**
Seeking and imparting information
► **Developing and supporting a stance**

Exploring is associated with the communication purposes of reading, examining and discussing literary texts such as short stories and novels. **Creating** is associated with the communication purposes of conceptualizing, outlining, writing and refining/revising short stories that narrate actual or fictional situations in aesthetic and imaginative ways.

Developing is associated with the communication purposes of constructing, sharing and adjusting interpretations of complex narrative texts such as literary novels and short stories. **Supporting** is associated with the communication purposes of providing sufficient evidence to explain and justify these interpretations in oral discussions and in critical literary essays.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Reads and listens to written, spoken and media texts				■	
Produces texts for personal and social purposes				■	

As demonstrated in the chart above and the example of a learning situation below, Media Literacy is a broad area of learning well suited to this course.

When adult learners focus on Media Literacy, they may develop:

- an understanding of media representations of reality (e.g. distinction between reality, imagination and virtual reality)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Creating a Blog for Family Stories

In this learning situation, adult learners are presented with the following scenario:

On your way to work or school, you hear a radio program about two actresses who have written an account of a pivotal event in the life of a family member and created a Web site inviting others to submit similar stories. Since you instantly think of a family story you'd like to share, you decide to follow the story guidelines posted on the Web site.

The story you submit should be under 500 words. It should describe a true, pivotal event in the life of someone in your family. The story should have a clear beginning, middle and end. The story should also have a defined setting (time and place), and its characters should be developed so that the reader can picture them and get a sense of their personalities. The story should include dialogue and have a central conflict and theme. After your story has been carefully edited and it is ready for general distribution, post it online so that others may read and enjoy it.

End-of-Course Outcomes

By the end of this course, adult learners will be able to:

Discuss and analyze

- **short stories** (e.g. mystery/action/romance/science fiction stories and fables)
- **a novel**
- **a critical essay on a short story or novel**

When adult learners discuss and analyze short stories of different types, they focus on the stories' social function(s), target audience(s) and communication conventions. They begin by discussing the tight narrative structure of a short story, which by its nature is a condensed form. They understand that a short story generally has a fast-moving plot, a small cast of characters clearly delineated with a few precise details, and a central conflict and theme. They adopt a suitable reading stance when reading a selected short story. They identify its text type and any distinctive features. They also discuss some examples of aesthetic or figurative language and language devices such as humour, hyperbole, personification, imagery and irony. They evaluate the effects of the language and language devices identified. They analyze the story's literary elements: the central plot and climax; characterization (descriptions/reactions/relationships/roles/traits of main and minor characters); dialogue; main internal/external conflicts and their resolution; main and minor themes; narrative point of view; protagonist and antagonist; setting; and symbols. They construct interpretations of the story's main characters, events and themes and support their interpretations by providing relevant, detailed evidence from the primary text as well as from their own experiences and observations. They discuss how the story relates to their own lives or life in general. They evaluate the story's persuasive, argumentative, explanatory and informative elements.

When adult learners discuss and analyze a selected novel, they focus on its social function(s), target audience(s) and communication conventions. They begin by discussing the narrative structure of the novel in general and understand that a novel may include a large cast of characters, several main themes, many conflicts, and poetic and descriptive passages not directly connected to the action in the story but satisfying to readers on an aesthetic level. They adopt a reading stance that is suitable to the passage in the novel they are examining and the type of information they are seeking. When discussing their selected novel, they analyze its language in terms of style and complexity. They identify some examples of connotative, aesthetic, figurative and possibly colloquial language. They discuss the novel's literary elements in detail. For example, early on in their reading, adult learners identify the narrative point of view used in the novel, some of the main characters and general circumstances, and also the setting. They do any necessary research on the setting or social/ historical backdrop to the novel and discuss how this research information affects their understanding and enjoyment of the novel. As their reading of the novel progresses, they identify the antagonist(s) and protagonist(s) in the novel and the main internal and external conflicts faced by the protagonist(s). They analyze the motivation of the main and important minor characters and analyze the characters' traits, roles and reactions.

Adult learners discuss the central plot and subplots and identify examples of linear and/or nonlinear plotting. They analyze key passages in the novel as well as its main and minor themes and explain the personal relevance of these themes. For all interpretations, adult learners provide clear substantiating details such as relevant dialogue/examples/passages/events from the novel. They also draw upon their personal experiences and observations when drawing conclusions about the characters' actions/motivations/central conflicts, or when explaining the personal relevance of the novel's main or minor themes. In addition, adult learners evaluate the interpretations of others and the evidence provided and, if necessary, adjust their own interpretations in light of this new evidence.

When adult learners discuss and analyze a five-paragraph critical literary essay on a short story or novel, they focus on its social function(s), target audience and communication conventions. They adopt a suitable reading stance and appraise the formal tone and vocabulary used. They discuss the contextualizing information provided in the introductory paragraph concerning the title of the novel, the author's name, the novel's setting and the circumstances of the characters discussed in the essay. They identify the placement and formulation of the thesis statement and its role in the essay. They identify the topic sentences in each of the body paragraphs, the topic sentences' role in the paragraph and their connection to the thesis statement. Adult learners also identify the controlling idea in each topic sentence and evaluate the quality of the details provided to support these sentences. They analyze how the author of the essay makes links between the body paragraphs and the details the paragraphs include. They also analyze the role of the concluding paragraph and understand that its role is to summarize the main points advanced in the essay. Adult learners discuss how the author uses rephrasing in the concluding paragraph to avoid repetition of the wording in the body paragraphs. They note the author's use of direct quotations from the source text and discuss how the quotations are contextualized, inserted and identified. They evaluate the essay's persuasive, argumentative, explanatory and informative elements.

Produce

- **a traditional short story**

When adult learners write a traditional short story, they include the following literary elements: characterization, climax, conflict, dialogue, narrative point of view, plot, setting and theme. Their story has a beginning, middle and end and contains time markers and transition expressions to establish the sequence of events. Adult learners provide detailed descriptions of the main and important minor characters and other relevant details to flesh out the story events. Their story contains a central theme and a pivotal conflict. They incorporate features that are characteristic of the selected text type and use some connotative, descriptive, aesthetic or figurative language to add to the story's appeal.

Text length: 400-500 words

Communication context: familiar or unfamiliar audience; formal or informal tone and register suitable to the text type and target audience

Produce

- **a critical essay on a novel**

When adult learners write a five-paragraph literary essay on a novel, they use suitably formal and concise language throughout. In their introductory paragraph, they identify the title of the novel, the author, the setting and the characters to be discussed. They also briefly describe these characters and their circumstances. This description leads to their thesis statement, which is usually the final sentence in the paragraph. The thesis statement identifies the central argument of the essay.

In each of their three body paragraphs, adult learners develop a separate point that supports the thesis. They begin these paragraphs with a topic sentence that summarizes the main point developed in the paragraph and has a controlling idea. The topic sentences are supported in turn by specific, relevant evidence and examples taken from the novel. The evidence includes quoted excerpts with page references. When quoting dialogue, adult learners identify the speaker and the context. They also use paraphrasing to avoid plagiarizing when describing the novel's characters, setting, events, etc. They make links between the supporting details in each body paragraph (by using transition expressions and linking words such as coordinators and subordinators), and they make links between the body paragraphs as well. In their concluding paragraph, adult learners summarize or restate their main points, and when doing so, they rephrase the wording used in their body paragraphs. Ideally, they connect the main points so as to move their central argument forward.

Text length: 500-600 words, excluding quotations, prepositions and articles

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines, storyboards and discussions as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how well they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they conveyed their ideas in their short stories and critical literary essays, as well as to appraise how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Course

ENG-5103-3

English, Research and Persuasion

English Language Arts

Introduction

In our rapidly changing world, the ability to do effective research is essential. In order to manage everyday concerns such as whether to use a particular product, undergo a medical procedure, invest in stocks or change computer systems, we need to gather information from a wide variety of sources such as Web sites, blogs, media reports, surveys, encyclopedias and specialized journals. It is by conducting careful research that we develop informed viewpoints on subjects of every kind. Later, we may even assemble our research data to persuade others to endorse our viewpoints. In any case, we need to know how to interpret, evaluate, synthesize and organize the different kinds of data we have gathered. Otherwise, we will be unable to fully utilize or share our research findings.

In this 75-hour course, the last of three courses in Secondary V (for which adult learners earn credits in language of instruction), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze research papers, reports, commentaries, argumentative essays and formal debates. Although all of these texts contain elements of the Informative genre, whose social function is to provide a reliable and neutral account of events, situations or natural/social/cultural phenomena, they may all contain explanatory, narrative, persuasive and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

This course helps adult learners broaden their knowledge of the communication conventions used in the above texts. By the end of the course, adult learners will be able to apply this knowledge when they write research papers and present oral reports on a research topic. They will also be able to apply this knowledge when they write argumentative essays or participate in formal oral debates.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English, Research and Persuasion* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3,Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3,Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3,Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production). The processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Reading	
Writing	
Production	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing Multimedia/production
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English, Research and Persuasion*, 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 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
Uses language/talk to communicate and to learn	■		■		■	■			■
Reads and listens to written, spoken and media texts	■		■		■	■			
Produces texts for personal and social purposes	■		■		■	■			■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence, cohesion and conciseness
- ✓ consistency or logical presentation of ideas
- ✓ emotional/intellectual appeal of text
- ✓ facts and statistics; opinions and expert opinions
- ✓ layout of research papers (according to the conventions of a recognized formal style guide, such as APA or MLA)
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ objectivity and bias (e.g. use of selective omission, stereotypes, generalizations)
- ✓ paragraphing (introductory, body and concluding paragraphs for essays and research papers)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of argumentative essays: title and five-paragraph structure textual features of research papers: title page, table of contents, main sections, headings and subheadings, footnotes, bibliography, thesis statements and topic sentences

Linguistic Elements

- ✓ abbreviations or acronyms
- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ appositive phrases
- ✓ body language (gestures/movements/facial expressions/eye contact)
- ✓ capitalization and punctuation (commas, colons, semicolons, quotation marks, ellipsis, end punctuation)
- ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers, phrases and clauses)
- ✓ commonly confused or misspelled words
- ✓ language (neutral, connotative, figurative)
- ✓ language devices (e.g. euphemism, hyperbole, sarcasm, repetition, metaphor)
- ✓ language functions (contextualizing, summarizing, rephrasing, paraphrasing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ parallel structure
- ✓ relative clauses
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ syntax
- ✓ transition expressions including time and sequence markers

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of culture by considering the social conventions that govern content in different sorts of information-based texts. By examining various reports, for example, adult learners discover that reports contain language that is neutral, formal and concise. Furthermore, adult learners discover that these texts are expected to provide factual information, which means that reporters must avoid using evaluative words unless the evidence presented is highly conclusive. For example, a reporter may describe a political decision as "disastrous" only when he/she has included a sufficient number of factual details to justify this conclusion. In short, the general public expects a reporter to include only objective and reliable information, i.e. to avoid including any personal feelings or opinions for the purposes of exaggeration or dramatic effect.

If the public wishes to know the personal, as opposed to the professional, viewpoints of those who are disseminating information, they read the opinions of experts in blogs, newspapers and magazines and view or listen to commentaries or debates online and on television and radio. By exploring these particular texts, which may provide a blend of information, persuasion and argumentation, adult learners discover that, while it is conventional for their authors to use connotative or emotional language and other rhetorical strategies, there are still fairly strict social guidelines concerning the formality required. If their authors slip into an overly informal tone or style, this weakens the impact of the message and may even alienate the audience. This is particularly true of a formal debate text.

By considering how the differences in formality, tone and content are connected to the role the above texts play in our society, adult learners become aware of how social conventions govern the language used.

Alternatively, teachers may decide to focus on the aesthetic or the sociological aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term "families of learning situations" refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
► **Developing and supporting a stance**

Seeking is associated with the communication purposes of locating, gathering, extracting and sorting information from a variety of sources such as radio and TV commentaries, debates, media reports, information-based Web sites, and so on. **Imparting** is associated with the communication purposes of understanding, synthesizing and sharing information by participating in various informal discussions and presenting formal oral reports.

Developing is associated with the communication purpose of formulating a point of view on a subject based on relevant factual information culled from a variety of sources. **Supporting** is associated with the communication purposes of explaining and defending this point of view in texts such as formal argumentative essays, debates and research papers.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn				■	
Reads and listens to written, spoken and media texts				■	
Produces texts for personal and social purposes				■	

As demonstrated in the chart above and the example of a learning situation below, Media Literacy is a broad area of learning well suited to this course.

When adult learners focus on Media Literacy, they may develop:

- an understanding of media representations of reality (e.g. critical comparison of different representations of reality or events)

Other broad areas of learning could also be selected to create different learning situations.

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

Example of a Learning Situation

Posting the Results of Your Research on a Web Site

In this learning situation, adult learners are presented with the following scenario:

One of your friends has been operating a tattoo parlour for a few years. You find tattooing fascinating and often go in to watch him work. You've also started asking him a lot of questions about the techniques he uses, and you've visited a few other parlours in Québec and questioned some other tattoo artists. In addition, you've done some reading on the Internet and elsewhere about tattooing techniques that are being developed in other parts of North America. You also did a search on a well-known Web site but discovered that it contains very little information about some of the new tattooing techniques you find so interesting. As a result, you decide to share your own research findings with others by posting your information.

End-of-Course Outcomes

In this course, adult learners are required to:

Discuss and analyze

- **reports and commentaries** (e.g. radio, TV, newspapers, magazines, online)
- **an argumentative essay and a formal oral debate**
- **a formal research paper**

When adult learners discuss and analyze reports and commentaries of various kinds, they focus on the social function(s), target audience(s) and communication conventions of these types of texts and adopt a suitable reading stance (for print texts). They examine the language style used in both text types. In the case of reports, they identify the use of neutral and concise language. In the case of commentaries, they identify the use of neutral and connotative language. They understand that while both reports and commentaries may contain facts, statistics, explanations and expert opinions, reports are factual in nature while commentaries are essentially persuasive and thus more likely to contain bias. Adult learners discuss whether the author/speaker of a selected text has omitted important facts that run counter to his/her opinion and if so, they understand that this selective omission is a sign of bias; they also identify any stereotypes and generalizations as signs of bias. In short, adult learners identify the persuasive, informative and explanatory elements that are in these texts and demonstrate the ability to differentiate between reliable and unreliable information. They assess the balance between the facts/statistics and opinions in the texts and the credibility and relevance of the information provided. In addition, they analyze the way the content in reports and commentaries is organized or presented. They identify the main ideas in the selected reports and commentaries and evaluate the supporting details provided.

In addition, when adult learners listen to a TV or radio report or commentary, they identify the voice tone of the speaker. They compare the neutrality of tone characteristic of an oral report with the more emotional or expressive tone characteristic of an oral commentary. In the latter case, they identify any changes in voice tone as well as changes in speed, volume and emphasis, and appraise how these changes impact the message.

When adult learners discuss and analyze a formal argumentative essay and a formal oral debate, they focus on the social function(s), target audience(s) and communication conventions of these texts. They evaluate the formal tone and language style in each text as well as any connotative language used. They discuss the relevance of the supporting details provided for the arguments advanced and examine the way the details are tied together by transition words such as *first*, *second*, *most importantly*, *last*, and so on. They assess the relevance and completeness of the arguments/evidence provided and each text's overall persuasiveness. In the case of a formal argumentative essay, adult learners identify the required content in the introductory, body and concluding paragraphs. They also describe the placement and formulation of the thesis statement and its role in the essay. They discuss the topic sentences that introduce the body paragraphs as well as the role of these topic sentences and their relevance to the thesis statement. In the case of the formal oral debate text, adult learners discuss the role of the debate resolution, the role of the chairperson and the formal procedure followed by the debaters. They identify the number of arguments presented by the speakers on the affirmative and negative sides.

When adult learners discuss and analyze a formal research paper, which observes the conventions of a recognized formal style guide such as APA or MLA, they identify its social function(s), target audience and communication conventions. Adult learners adopt a suitable reading stance. They identify the paper's use of formal, neutral and concise language. They note that *I* and *you* are avoided as well as colloquial language. They discuss the infrequent use of connotative language and the reason for it. They identify the type of information the paper includes, such as facts, statistics and expert opinions, and they distinguish between primary and secondary sources. They identify the research paper's required components, content and standard placement order: the title page, the table of contents, the introduction, the body, the conclusion, and the bibliography or list of references. Adult learners discuss the title of the paper and its suitability. They identify the placement and formulation of headings and subheadings. They discuss the role and placement of footnotes and identify the format used. They examine the quotations included, identify the type of information contained, and discuss how the quotations are identified and inserted in the text. They explain the formulation of a thesis statement, its location in the text and its specific role. They also discuss the role of the introduction and conclusion in the research paper. They analyze the way the author contextualizes the research topic in the introduction, and how he/she rephrases and summarizes the paper's main points in the conclusion. Adult learners note that the introduction and conclusion are integrated in the main text and do not appear on a separate page. In addition, they discuss the different forms of plagiarism, the importance of avoiding plagiarism and the different ways to do so.

Produce

- **a formal argumentative essay** *or* **a formal debate**

If adult learners choose to write an argumentative essay, they use a standard five-paragraph construction. They provide a suitable title for their essay. They begin with an introductory paragraph that introduces the topic of their essay and hooks the reader by including some interesting information that leads naturally to their thesis statement, the final sentence of the paragraph. The thesis statement summarizes their position for or against a given issue. The three body paragraphs that follow the thesis statement each develop a separate supporting point or argument. The body paragraphs begin with topic sentences containing clear controlling ideas. The topic sentences are supported in turn through the use of facts, statistics, examples, explanations, anecdotes, common sense and logic. Adult learners may also use methods of organization such as example, analogy, listing of ideas and so on. In the concluding paragraph of the essay, adult learners rephrase and summarize all three main points and connect them to the thesis statement.

Alternatively, if adult learners choose to deliver their arguments as a formal oral debate text, they omit the introductory paragraph and proceed directly to the statement of the resolution. They state which side of the resolution they are supporting (affirmative or negative). They then present their two or three arguments and develop each of their arguments by using facts, statistics, examples, explanations, anecdotes, common sense and logic. Their conclusion may be expressed in a sentence or two.

When delivering the debate text, adult learners use rhetorical strategies such as varying their tone of voice and using facial expressions, gestures, word emphasis, pauses, silences, and repetition to make the text more convincing or impressive. Although adult learners employ a fairly formal tone and style in both the argumentative essay and debate text, they may also use the following: hyperbole, irony, sarcasm, connotative language or inoffensive colloquial language, and humorous analogies/examples/observations/euphemisms/personal anecdotes.

Text length for the argumentative essay: 500-600 words, excluding prepositions and articles

Communication context: unfamiliar or familiar audience; fairly formal tone and register suitable to the text type and target audience

Text length for the formal debate: 2-3 minutes per speaker

Communication context: familiar or unfamiliar audience; fairly formal tone and register suitable to the text type and target audience

Produce

- **a research paper**

When adult learners write a research paper, they begin by selecting a suitable research topic in collaboration with their teacher. They gather and examine factual information on this topic from a variety of sources such as encyclopedias; documentaries; media or expert reports; surveys and polls; scientific, newspaper and magazine articles; Web sites; medical journals or dictionaries; interviews; first-person interviews and accounts. Adult learners then select the focus areas of their paper and divide these into three to five main sections, which are given suitable headings. These main headings appear in the centre of the page in larger lettering than the text proper. Basically, adult learners organize their paper according to the conventions of a recognized formal style guide, such as APA or MLA. The paper contains a title page followed by a table of contents. The paper contains a short introduction in which adult learners contextualize their topic and state their thesis (usually at the end of the introduction). The introduction is directly followed by the first main section of the paper. Each main section develops one or two central points through the use of facts/ statistics/expert opinions and methods of organization such as comparison/contrast, example, analogy, listing of ideas and so on. The main sections are presented in a logical order, and the information they contain is organized. In other words, each paragraph ideally begins with a topic sentence and includes a sufficient number of relevant supporting details. The paper ends with a conclusion (usually one paragraph) that rephrases and summarizes the main points developed. This conclusion follows the last section of the paper. Main headings are used for both the introduction and conclusion. The list of references or bibliography, which identifies all the sources used, follows the conclusion but is placed on a separate page. Adult learners use a variety of reliable sources and acknowledge these sources. They provide required footnotes for all their research information and employ an acceptable footnote format. They may include some direct quotations from experts in their paper and identify the experts' names and credentials. They put all other information into their own words.

Text length: 1100 to 1300 words, excluding prepositions and articles, quotations, headings, footnotes, the table of contents and the bibliography

Communication context: unfamiliar audience; formal tone and register suitable to the text type and target audience

Present orally

- **a report on a research topic**

When adult learners deliver a formal oral presentation on their research topic, they develop one or two subtopics and provide sufficient information for each. To complement the text, they include at least one visual device (e.g. map, video clip or montage, electronic or digital presentation, live demonstration, true/false quiz, diagram, chart, prop, poster, picture, photo, drawing). They begin by introducing themselves, their task and their research topic, and then present the subtopics they have chosen to develop. They do not read their text but they may use brief notes.

They organize their ideas and incorporate some of the following: facts, statistics, expert opinions, examples, analogies, explanations, connotative and neutral language, rhetorical questions and repetition. Adult learners also use formal language overall and some oral communication devices such as gestures, movements, facial expressions, varied voice tone, speed, volume and expression. They demonstrate audience awareness by explaining/defining any unfamiliar terms/objects, providing any necessary background information and presenting their report in a way that appeals to their audience on an emotional and/or intellectual level. At the end of their presentation, they answer questions from the audience knowledgeably.

Text length: 6-8 minutes, excluding question period

Communication context: familiar or unfamiliar audience; formal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines, discussions and rehearsing as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how well they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they conveyed their ideas in their argumentative texts, research papers and oral research reports, as well as to appraise how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Courses With Supplementary Credits in Language of Instruction

Supplementary Credits in Language of Instruction

The codes below correspond to courses, for which adult learners can earn credits in language of instruction other than those needed to meet the certification condition stipulated in Chapter III, section 30 (1) of the Basic Adult General Education Regulation.

ENG-5107-1	**English Writing Skills**
ENG-5108-1	**Public Speaking Skills**
ENG-5109-1	**English in Advertising and Marketing**

The credits earned by successfully completing the courses above cannot replace the credits earned in the following Secondary IV and V courses:

ENG-4111-2
ENG-4112-1
ENG-4113-1

ENG-5101-2
ENG-5102-1
ENG-5103-1

The Secondary V courses ENG-5107-1, ENG-5108-1 and ENG-5109-1 may be taken before, or concurrently with, another Secondary V English course.

Course

ENG-5107-1

English Writing Skills

English Language Arts

Introduction

The ability to write clearly and correctly is a valuable skill. Although it is now increasingly acceptable for texts such as e-mails and text and instant messages to employ a kind of shorthand language that bends the grammar, syntax, spelling and punctuation rules of standard English, many common texts in the business and academic worlds require the strict application of these very rules. These texts also require that writers express their ideas in a coherent, cohesive, concise and precise manner. Formal writing skills, in other words, are necessary for effective communication in certain everyday situations.

In this 25-hour course, the first of three courses in Secondary V (for which adult learners earn credits in elective subjects), adult learners participate in a variety of learning situations and activities to develop their formal writing skills. They examine common grammar, syntax, vocabulary, spelling and punctuation errors in sentence-level texts, and in the process, they explicitly learn the rules of Standard written English. To consolidate their learning, they do error correction and sentence-combining exercises. Adult learners also examine paragraph development. Specifically, they examine the general features of paragraph construction, such as the inclusion of strong topic sentences and supporting details, as well as the specific features of different types of paragraphs such as definition, classification, cause/effect, comparison/contrast and descriptive or persuasive paragraphs. Adult learners also revise model paragraphs containing various sorts of errors. The paragraphs that adult learners examine and revise may fall under any of the text genres. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

The course helps adult learners broaden their knowledge of proper sentence and paragraph construction. By the end of the course, adult learners will be able to apply this knowledge when they correct various types of errors in model sentences and paragraphs and when they construct sentences and paragraphs of various types.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competency targeted in the course *English Writing Skills* is shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

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

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production). The process suggested for this course is illustrated in the table below.

Process	Phases
Writing	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing
Learning	**Cognitive**	Activating prior knowledge Meaning-making Reading/viewing Information-gathering
	Socioaffective	Feedback
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English Writing Skills*, 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 decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → / Subject-Specific Competency ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Produces texts for personal and social purposes	■				■			■	■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence, cohesion and conciseness
- ✓ consistency or logical presentation of ideas
- ✓ emotional/aesthetic/intellectual appeal of ideas
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of main ideas
- ✓ textual features of paragraphs: use of indentation or spacing to indicate the beginning of a paragraph
- ✓ topic sentences and controlling ideas; concluding sentences
- ✓ well-developed paragraphs

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ appositive phrases
- ✓ apostrophe “s”
- ✓ capitalization
- ✓ common sentence errors (e.g. fragments, run-on sentences, dangling and misplaced modifiers)
- ✓ commonly misspelled or misused words
- ✓ language (descriptive, aesthetic, connotative, neutral, colloquial)
- ✓ language functions (contextualizing, summarizing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ parallel structure (e.g. words, phrases, sentences)
- ✓ punctuation rules (commas, colons, semicolons, quotation marks, hyphens, dashes, end punctuation)
- ✓ relative pronouns
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ syntax
- ✓ transition expressions (of time, sequence, space, causality, comparison, contrast)
- ✓ verb tenses (active and passive voice); verb form errors (e.g. dropped endings)
- ✓ word choice and form (e.g. different forms of the same root/base word – noun, adjective, adverb, verb)

Cultural References

In this course, adult learners can explore the sociolinguistic aspect of the culture by considering some short formal written texts and comparing their construction, vocabulary and tone with popular informal texts such as e-mails. When adult learners examine the acceptable use of informal and abbreviated language in the latter texts, they discover that it is connected to the social roles these texts play. For example, writers often use e-mails when they need to send messages quickly and briefly to people who already have some background information on the subject at hand. Similarly, writers also use various digital social network tools to send messages to family and friends. Typically, these messages are far more informal and fragmented than messages to employers, clients, company representatives, teachers, professors, and so on. Slang and buzzwords are also generally more acceptable in these informal texts, and standard punctuation and capitalization rules are often ignored.

In contrast, many other written texts are meant for an unfamiliar audience, and the communication context is formal. Consequently, the audience expects these written texts to comply with the rules of standard English (e.g. concerning grammar, syntax and mechanics), to use suitably formal language, and to deliver information that is clear, correct and complete. All of these factors demonstrate the care the writer has taken to adjust to the needs and expectations of an unfamiliar audience, i.e. to establish a respectful tone.

By considering how the differences in language formality and content are connected to the roles the previous texts play in our society, adult learners become aware of how social conventions influence the language used in specific texts and communication contexts.

Alternatively, teachers can focus on the aesthetic or the sociological aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The family of learning situations targeted in this course is shaded in the table below.

Family of Learning Situations
Exploring and creating literary diversity
Seeking and imparting information
► **Developing and supporting a stance**

Developing is associated with the communication purpose of formulating ideas to be conveyed in sentences and paragraphs of different types. **Supporting** is associated with the communication purpose of providing clear, specific, sufficient and well-connected supporting details for the main ideas in these paragraphs.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

Broad Areas of Learning → / Subject-Specific Competency ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Produces texts for personal and social purposes					■

As demonstrated in the previous chart and the examples of learning situations below, Citizenship and Community Life is a broad area of learning well suited to this course.

When adult learners focus on Citizenship and Community Life, they may develop:

- involvement in community action projects (e.g. involvement in activities that contribute to the growth and health of the community)

Other broad areas of learning could also be selected to create different learning situations.

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

Examples of Learning Situations

Community Promotion

In this learning situation, adult learners are presented with the following scenario:

You see a notice in a local newsletter: a provincial tourism magazine is offering to publish short promotional blurbs that could attract tourists to your village, town, suburb, city or region. The notice asks for written submissions, and you decide to send a promotional blurb about your area. The guidelines are as follows:

Submit a 150- to 200-word paragraph explaining why people should visit your region/town/suburb/ city. Begin your paragraph by highlighting the main reason tourists should come to your area (provide the place name). Then provide several concrete and convincing reasons or details that support your main point or idea. Use language that is persuasive or colourful. Make sure your text is suitable for distribution to the general public and is submitted in publishable form.

Invitation to Join a Public Discussion

In this learning situation, adult learners are presented with the following scenario:

Your favourite radio station has run a program featuring short stories about people who have made a contribution of some kind to the life of their small or large communities. As a follow-up, they have invited the members of their listening audience to submit a short text (150-175 words) expressing their views about what constitutes an ideal citizen. They have asked contributors to describe an ideal citizen in general terms. In other words, they do not want contributors to mention a specific person; they want them to define the necessary characteristics of anyone who deserves this title. They will read some of the best submissions on air. You decide to send a written submission and join the discussion.

End-of-Course Outcomes

In this course, adult learners are required to do the following:

Discuss and analyze

- **different types of sentences and sentence errors**
- **general features of paragraph construction and specific features of different types of paragraphs** (e.g. definition, classification, cause/effect, comparison/contrast, descriptive, persuasive)

When adult learners discuss different types of sentences, they focus on the standard features of all sentences, i.e. capitalization of the first word in the sentence and end punctuation following the last word. They examine declarative, interrogative and exclamatory sentences and identify differences in their construction. For example, adult learners determine that a declarative sentence requires a subject, a verb and a complete thought, while an interrogative or exclamatory sentence does not. They also discuss and compare different examples of simple, compound and complex sentences. They identify the coordinators, subordinators and transition expressions used to connect phrases/sentences and analyze the placement, purpose and level of formality of these expressions. When they examine model sentences, they also discuss the rules concerning a specific feature of the language, such as agreement (of various types), verb tense and form, parallel structure, modifiers, pronouns, word choice and word form, coordinators, subordinators and transition expressions.

Adult learners examine and discuss features of sentence mechanics (spelling, capitalization and punctuation). They examine the use of semicolons, colons, dashes/brackets, quotation marks and various uses of the comma. They then compare correct model sentences with sentences containing a selected error type, such as fragments, misplaced modifiers, awkward syntax as well, as errors in parallel structure, spelling, capitalization, punctuation, pronouns and pronoun reference, verb forms, agreement (of person, subject and verb, verb tenses, pronoun and antecedent), adverb/noun/adjective clauses, word choice/form, etc. Adult learners identify the error type and discuss possible revisions. They also identify the formal or informal tone of these sentences.

When adult learners identify the general and specific features of paragraph construction, they focus on different types of paragraphs, such as definition, classification, cause/effect, comparison/contrast, descriptive and persuasive. They discuss and identify the placement and contextualizing role of the topic sentences used, as well as the controlling ideas these sentences contain. They then focus on the differences in the content and construction in the different types of paragraphs. They identify the number of specific, concise, clearly-connected details that support the topic sentences of each paragraph examined, and identify the linking words or transition expressions that are used to make connections clear. They discuss the concluding sentence and analyze its unifying or summarizing role. They evaluate any persuasive, argumentative, explanatory or informative elements in each model paragraph and discuss its social function(s). They identify and analyze the use of capitalization, commas and other punctuation marks. In addition, adult learners compare model

paragraphs intended for unfamiliar and familiar audiences. They analyze the language elements that contribute to the formal or informal tone of the paragraphs. For example, they analyze how the use of an extensive and more elaborate vocabulary creates a formal tone whereas the use of colloquial or abbreviated language creates an informal tone.

Adult learners then compare well-developed paragraphs with poorly developed ones, identifying errors in the construction of the latter texts (e.g. weak or no topic sentences, insufficient/vague/ redundant/irrelevant/confusing/unconnected supporting details) as well as various types of grammar, syntax, vocabulary, spelling and punctuation errors. They discuss the main problem areas in the poorly developed paragraphs and suggest and submit possible revisions of some of these paragraphs.

Write

- **sentences of different types** (e.g. interrogative/exclamatory/declarative; simple/complex/ compound)
- **paragraphs of different types** (e.g. definition, classification, cause/effect, comparison/ contrast, descriptive, persuasive)

When adult learners write their own sentences, they observe the conventions of sentence construction: they write sentences that are complete, grammatical and correctly capitalized and punctuated. They write sentences of different types (e.g. declarative, interrogative and exclamatory). They also practice writing simple, compound and complex sentences, incorporating selected coordinators, subordinators and a variety of transition expressions (of time, sequence, space, causality, comparison, contrast, etc.).

When adult learners write paragraphs, they observe the conventions of paragraph construction. For example, they clearly indent and/or space paragraphs and correctly apply punctuation and capitalization rules. They begin their paragraphs with a clear topic sentence that contains a controlling idea, and in the sentences that follow the topic sentence, they include a sufficient number of specific, relevant and clearly-connected supporting details.

Adult learners incorporate suitable linking words and transition expressions. They provide concluding sentences that summarize or unify the details in the paragraph. They also write several types of paragraphs (e.g. definition, classification, cause/effect, comparison/contrast, descriptive, persuasive). Some of these paragraphs are intended for an unfamiliar audience and thus require a formal tone.

Text length of paragraphs: 100-200 words, depending on the paragraph type

Communication context: unfamiliar and familiar audience; formal and informal tone and register suitable to the text type and audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines and discussions as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how well they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they conveyed their ideas in their paragraphs, as well as to appraise how effectively they used various learning and communication strategies. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competency Targeted by the Course

Competency	Evaluation Criteria
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Course

ENG-5108-1

Public Speaking Skills

English Language Arts

Introduction

Many of us will be required to make a public speech or presentation at some point in our lives. We may be asked to introduce ourselves or a guest speaker, make a toast, launch a campaign, give an acceptance speech or deliver a verbal communiqué at work. In these and many other common situations, effective public speaking skills enable us to communicate our thoughts, emotions and opinions to small and large audiences. The benefits of improving our public-speaking skills include a greater ability to think on our feet when explaining or defending our ideas and an overall boost in self confidence, all of which are invaluable assets in many areas of life. When we feel confident as speakers, we are far more likely to seize opportunities to publicly express our views on issues that matter to us, which means we are far more likely to influence and even inspire our listeners.

In this 25-hour course, the second of three courses in Secondary V (for which adult learners earn credits in elective subjects), adult learners participate in a variety of learning situations and activities to develop their ability to analyze, discuss and produce a variety of formal oral texts such as oral briefings, speeches of introduction, speeches for ceremonial occasions and campaign speeches. These texts may fall under different text genres, and they may also combine two or more text genres. For example, an oral briefing fits into the Informative category, although it may also contain elements of the Narrative, Persuasive and Explanatory genres. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

By examining a variety of speeches and crafting and delivering some of their own, adult learners hone their rhetorical skills, expand their vocabularies, develop a stronger grasp of organizational techniques and develop their ideas on subjects about which they are passionate. They learn how to tailor their “talk” to suit audience needs and to establish a rapport that helps ensure their message is well-received and remembered. They also discover that when they speak in a knowledgeable, understandable and expressive manner, the chance that the audience will hear their message greatly increases.

This course helps adult learners broaden their knowledge of the communication conventions used in formal public discourse. By the end of the course, adult learners will be able to apply this knowledge when they present several types of public speeches.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *Public Speaking Skills* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

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

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production). The process suggested for this course is illustrated in the table below.

Process	Phases
Research	Planning task at hand Mobilizing resources (Production) Reflecting on the resources employed to achieve the task

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback
	Metacognitive	Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *Public Speaking Skills*, 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 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
Uses language/talk to communicate and to learn	■		■	■	■				■
Reads and listens to written, spoken and media texts	■		■		■				■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ coherence, cohesion and conciseness
- ✓ consistency or logical presentation of ideas
- ✓ emotional and intellectual appeal of ideas
- ✓ facts, statistics, opinions and quotations
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ sufficient vs. insufficient development of ideas

Linguistic Elements

- ✓ adjective and adverbs
- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (eye contact and expressive gestures/movements/facial expressions)
- ✓ language (neutral, connotative, descriptive, aesthetic, colloquial)
- ✓ idiomatic expressions
- ✓ language devices (e.g. alliteration, assonance, metaphor, simile, satire, allegory, allusion, anecdote, irony, hyperbole, understatement, slang, sarcasm, humour, repetition)
- ✓ language functions (contextualizing, summarizing, paraphrasing, asking rhetorical questions)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ opening and closing remarks
- ✓ oral communication features (voice tone, speed, volume, expression, emphasis, enunciation, pronunciation; use of silences, pauses, etc.)
- ✓ parallel structure (of words, phrases, clauses)
- ✓ reported speech
- ✓ transition expressions (of time, sequence, space, causality, comparison, contrast, etc.)
- ✓ word order

Cultural References

In this course, teachers may decide to have adult learners explore the sociolinguistic aspect of the culture by focusing on the differences in the language used in various types of public speeches. Adult learners discover that effective speakers adjust their language and rhetorical strategies according to the purpose of the oral discourse. For example, when speakers intend to inform or explain a subject to their audience, they use clear, concise, neutral language. Conversely, when speakers intend to persuade, move or entertain an audience, they are far more apt to use connotative or emotional language. They may also use humorous anecdotes and colloquial language when the occasion is more informal and the speech more personal (e.g. a toast to the bride and groom at a small wedding). In addition, they may use vocal inflections and gestures to reinforce the persuasive or affective impact of their speech or its entertainment value. On the other hand, speakers who want to gain credibility with an educated or professional audience usually avoid the use of slang, profanity and clichés and their use of humour is far more modulated.

Through the choice of specific words, speakers reveal their position on or attitude towards a subject. For example, speakers who consistently employ the male pronoun for an unidentified person signify their general acceptance of a patriarchal society. Speakers who use expressions such as “male nurse” convey their belief that this is a surprising combination of ideas, while speakers who direct comments such as “Take your wife, sir…” to an unknown man in their audience demonstrate their assumption that he is a married heterosexual. In short, speakers may reveal their sexist, heterosexist and racist attitudes in the language they use.

By considering how the differences in formality, tone and content are connected to the roles various public speeches play in our society, adult learners learn to be far more attuned to the impact of the language used by speakers and the attitudes and intentions their language may reveal.

Alternatively, teachers may decide to focus on the aesthetic or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations” refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
► **Developing and supporting a stance**

Seeking is associated with the communication purposes of gathering and understanding or interpreting information from a variety of public speeches containing informative, explanatory, narrative, persuasive and argumentative elements. **Imparting** is associated with the communication purposes of explaining and analyzing the information contained in various types of public speeches.

Developing is associated with the communication purposes of formulating a central message upon which the balance of a speech rests. **Supporting** is associated with the communication purpose of providing evidence that reinforces the central message of the speech.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn	■	■			■
Reads and listens to written, spoken and media texts	■	■			■

As demonstrated in the chart above and the examples of learning situations below, Health and Well-Being, Career Planning and Entrepreneurship, and Citizenship and Community Life are three broad areas of learning well suited to this course.

When adult learners focus on Health and Well-Being, they may develop:

- self-awareness and awareness of basic needs (e.g. the need for recognition and fulfillment, the need to express feelings)

When adult learners focus on Career Planning and Entrepreneurship, they may develop:

- familiarity with the world of work, social roles and occupations and trades (e.g. knowledge of work methods in certain contexts [factory, business, company, home])

When adult learners focus on Citizenship and Community Life, they may develop:

- promotion of the rules of social conduct and democratic institutions (e.g. critical thinking regarding various ideologies and forms of political organization)

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

Examples of Learning Situations

Quickie Burger

In this learning situation, adult learners are presented with the following scenario:

You have recently been promoted to assistant manager at the fast food restaurant where you have worked part-time for the past ten years. You are excited at the prospect of regular staff meetings, where one of your new responsibilities will be to deliver oral briefings to colleagues on a weekly

basis. One of your first tasks is to speak to staff about the new recycling policy mandated by the national office. The guidelines are strict and must be conveyed clearly and succinctly, yet in a way that will also encourage compliance. You prepare a two-minute speech outlining the new policy and emphasizing its importance.

Community Speech

In this learning situation, adult learners are presented with the following scenario:

You are a recent adult education graduate and have been asked to speak to members of a local community centre about the value of continuing their education. You are enthusiastic about the idea of sharing your success with others by telling your story. You prepare a three- to four-minute speech that outlines the challenges you have overcome in your life. In addition, you include statistics about the correlation between graduation and success in the working world. You also mention some of the vocational programs of study that are available to students with a secondary school diploma. Finally, you describe what you are currently doing. You leave a powerful impression about how Continuing Education can change lives.

Campaign for School President

In this learning situation, adult learners are presented with the following scenario:

The school you attend has recently decided to implement a student council. Nominations for president of the council are being solicited. You have very strong ideas about how your centre can create a more positive learning environment and about how your school can be more connected to the surrounding community and less wasteful. You decide that the only way to create change is to take on the challenge and run for president. You create a three- to four-minute persuasive speech outlining the changes you would like to see and prepare to deliver the talk at a school-wide assembly.

Eulogy

In this learning situation, adult learners are presented with the following scenario:

You are devastated by the news of a dear friend’s passing. You are asked to commemorate his/her life by making a short speech at the funeral. Despite your grief, you find the strength to compose a three- to four-minute speech celebrating your friend’s spirit and accomplishments. You focus on his/her unique qualities, include anecdotes about his/her life and identify obstacles that he/she overcame. You plan to deliver the speech in such a convincing way that other mourners will be inspired to change their lives for the better.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **oral briefings** (e.g. on policies/conditions/regulations/procedures in the workplace or an educational institution)
- **introduction speeches** (e.g. to introduce oneself or a guest speaker)
- **speeches for ceremonial occasions** (e.g. eulogies, weddings, retirement parties)
- **campaign speeches** (e.g. to run for president of the student council or leader of a lobby group for healthier food in the adult centre)

When adult learners discuss and analyze an oral briefing, they understand that its predominant purpose is to provide information on a single subject. They identify evidence of research in the briefing and the method(s) of organization used (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas). They discuss the use of formal, neutral and concise language and analyze the reasons for its use. They also identify some of the language devices used (e.g. repetition) and analyze the suitability or effectiveness of these devices. They identify any facts, statistics or opinions that are mentioned and evaluate how complete and understandable the information is overall.

When adult learners discuss and analyze speeches where people introduce themselves or others, they discuss the speaker's main message and the impression he/she creates. They discuss the effectiveness of the speaker's opening remarks and the supporting details he/she provides. They evaluate the overall interest or appeal of the speech and identify some language devices (e.g. anecdotes, metaphors, humour) or language features (e.g. expressive vocabulary and body language) that make the speech interesting or appealing. They evaluate the text's informative and/or explanatory elements and identify any narrative or persuasive elements that may be present. In the case of speeches that introduce a guest speaker, adult learners also evaluate the research involved.

When adult learners discuss and analyze speeches for various ceremonial occasions such as weddings, funerals, graduations and retirements, they discuss each speaker's opening remarks and the contextualizing remarks he/she provides. They identify the central message of each text. They consider how the text's informative, narrative and persuasive elements are combined to create a lasting impression on the listener. Adult learners evaluate the different sorts of information provided by the speaker (personal anecdotes, facts, quotations, etc.) to establish credibility with the audience. They also discuss the language devices used (e.g. humour, hyperbole, irony, sarcasm and repetition) and analyze how the suitability of these devices is connected to the specific nature of the social ceremony.

When adult learners discuss and analyze a campaign speech (e.g. an infomercial, an election or social action speech), they examine the communication techniques the speaker uses to persuade the audience. They discuss the way the speaker establishes credibility by providing pertinent examples, facts and possibly statistics. They identify the methods of organization used in the speech. They discuss any quotations or rhetorical questions used and the impact of these questions. They analyze the logic and persuasiveness of the arguments presented. They analyze the speaker's use of emotional language and language devices such as repetition, hyperbole and sarcasm. They analyze the effectiveness of the language and language devices and evaluate the emotional and/or intellectual appeal of the speech.

In addition, when adult learners examine each type of public speech previously listed, they analyze the impact of the speaker's body language (e.g. posture, gestures, eye contact, facial expressions) and the effectiveness of the oral communication features the speaker uses (e.g. clear enunciation, deliberate pauses, changes in pitch, pace, tone). They identify the features that add clarity, coherence, conviction or style to the speech. They also identify the textual structure of the speech: the opening remarks, which state the central message of the text; the body, which develops the main ideas; the supporting details; the linking transition expressions (e.g. of time, sequence, space, causality, comparison, contrast); and the summarizing remarks. Adult learners analyze how the speaker establishes a rapport with the members of the audience and maintains their attention until the speech reaches its conclusion.

Present orally

- **a briefing**

When adult learners present an oral briefing, they begin by identifying the topic and/or purpose of the briefing (e.g. a work or school policy/procedure). They then contextualize the topic by providing any necessary background information that may be of importance to the audience (e.g. colleagues or fellow students). They elaborate on the issue by providing a sufficient number of relevant details. They connect these details in a logical fashion. They conclude their speech by summarizing the situation and/or offering a recommendation of some kind.

Text length: 2-3 minutes

Communication context: familiar or unfamiliar audience; formal or informal tone and register suitable to the text type and target audience

Present orally

- **an introduction speech to introduce themselves or a guest speaker**

When adult learners introduce themselves or guest speakers to an audience, they elaborate on some of the following: defining or distinctive experiences, circumstances, challenges, credentials, achievements, goals, values, interests, hobbies or personality traits. Adult learners provide enough information or supporting details to create interest. They use a method of organization such as

analogy, cause/effect, comparison/contrast and chronological order to develop their ideas. They may use humorous, colourful or interesting anecdotes and expressive vocabulary and body language to engage their audience. They may also use various language devices such as metaphor, simile, humour, hyperbole and irony. They speak clearly and expressively and at an appropriate speed and volume.

Text Length: 1-2 minutes

Communication context: familiar or unfamiliar audience; informal or formal tone and register suitable to text type and target audience

Present orally

- **a speech for a ceremonial occasion**

When adult learners present a speech for an occasion such as a wedding, funeral or a graduation/retirement/awards ceremony, their text has a central message. They include some pertinent informative details, as well as some colourful/touching anecdotes and stories to create interest in their subject and to pay tribute of some kind. They use emotional language to produce an affective response and they may include a quotation that ties in with their message. Their intention is to entertain, persuade and/or move their audience. They speak clearly and with suitable expression.

Text length: 3-4 minutes

Communication context: familiar or unfamiliar audience; formal or informal tone and register suitable to the text type and target audience

Present orally

- **a campaign speech**

When adult learners give a campaign speech, they develop a few central points and provide convincing supporting details such as facts and statistics to establish credibility with their audience. In addition, they appeal to the emotions and reason of their audience by using emotional language and logical arguments that are clearly outlined and connected.

They thus combine elements of the narrative, informative, explanatory and persuasive and argumentative text genres. They deliver their speech at an appropriate speed and volume and speak clearly and forcefully. They use appropriate and expressive body language.

Text length: 3-4 minutes

Communication context: familiar or unfamiliar audience; formal or informal tone and register suitable to the text type and target audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines, storyboards, discussions and rehearsing as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how well they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they conveyed their ideas in their speeches, as well as to identify the learning and communication strategies they used and to appraise their effectiveness as public speakers. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Reads and listens to written, spoken and media texts (C2)	• Coherent construction of meaning from texts • Demonstration of understanding contextual connections • Thorough comprehension of structures and features of texts • Critical interpretation of texts

Course

ENG-5109-1

English in Advertising and Marketing

English Language Arts

Introduction

We live in a consumer-driven society. Daily we are inundated with messages telling us that what we buy defines who were are as individuals. When we do not see ourselves represented in the glittering images that abound in the world of advertising, many of us question our self-worth. In fact, young adults, who are often greatly influenced by these images, are pursued by advertisers and marketers keen on devising clever new ways to part them from their money. Although impressionable youths are the most obvious target of advertisers and marketers, mature adults are targeted as well. That is why it is important for all of us to recognize the language of hype and the racist, sexist and heterosexist stereotypes that are standard fare in many kinds of advertisements. This recognition enables us to resist the allure of these texts and to become more savvy consumers.

In this 25-hour course, the third of three courses in Secondary V (for which adult learners earn credits in elective subjects), adult learners participate in a variety of learning situations and activities to develop their ability to discuss and analyze different types of texts related to advertising and marketing (e.g. commercials, print ads and short films, video/audio clips and articles on advertising and marketing). These texts belong primarily to the Persuasive genre, whose main social function is to promote a product, an idea or an ideology and to influence personal or social behaviour or opinion. However, these texts may contain informative, explanatory, narrative and argumentative elements as well. (See the explanation on social functions and their corresponding genres in Chapter 1, Section 1.2.)

By examining texts that illustrate different aspects of advertising and marketing texts, adult learners become more aware of the impact of the persuasive language that is characteristic of these texts. Specifically, adult learners learn to identify the unique way advertisers and marketers use language devices such as humour, hyperbole, sarcasm, irony, alliteration, innuendo, ambiguity, puns and neologisms to appeal to a targeted audience. Adult learners also develop their critical thinking skills by examining the stereotypes and biased language that are present in a great number of ads.

This course helps adult learners broaden their knowledge of the persuasive language and communication conventions used by advertisers and marketers. By the end of the course, adult learners will apply this knowledge when they produce an advertisement and a commercial for a product or service. They will also apply this knowledge when they produce a marketing survey.

Subject-Specific Competencies

Competencies are developed and demonstrated through the mobilization and effective use of various resources. Among these resources are language processes, strategies and textual and linguistic knowledge. The subject-specific competencies targeted in the course *English in Advertising and Marketing* are shaded in the table below.

Competencies	Key Features		
Uses language/talk to communicate and to learn (C1)	Develops resources for communicating orally and for learning	Interacts with others in different contexts	Interprets how speakers shape an oral message to create a relationship with the audience
Reads and listens to written, spoken and media texts (C2)	Develops resources to make sense of various written, spoken and media texts	Extends understanding of various written, spoken and media texts	Interprets his/her relationship to the text and the context
Produces texts for personal and social purposes (C3)	Develops resources to produce written and media texts	Follows a process to produce written and media texts	Creates a relationship with his/her audience suitable to the text and context

Although only C1 and C3 are targeted in this course, C2 is implicit as reading and listening activities complement many of the learning situations.

For more information on the subject-specific competencies, refer to the following sections:

- *Uses language/talk to communicate and to learn* (C1), Chapter 3, Section 3.2
- *Reads and listens to written, spoken and media texts* (C2), Chapter 3, Section 3.3
- *Produces texts for personal and social purposes* (C3), Chapter 3, Section 3.4

Processes and Strategies

Language processes are series of actions or operations that support competency development. In other words, they are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts. In all, there are four language processes (Research, Reading, Writing and Production). The processes suggested for this course are illustrated in the table below.

Processes	Phases
Research	Planning task at hand Mobilizing resources Reflecting on the resources employed to achieve the task
Writing	
Production	

Communication and learning strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. They are additional 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 and nonverbal Rhetorical Organizational Writing Media/production
Learning	**Cognitive**	Activating prior knowledge Meaning-making Listening Reading/viewing Information-gathering Interpretation Note-taking
	Socioaffective	Feedback Collaborative
	Metacognitive	Procedural Feedback Self-evaluation

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

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

Cross-Curricular Competencies

The cross-curricular competencies are generic skills that can be developed and applied outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *English in Advertising and Marketing*, 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 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
Uses language/talk to communicate and to learn	■		■	■	■	■			■
Produces texts for personal and social purposes	■		■	■	■	■			■

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

Subject-Specific Content

The subject-specific content includes knowledge and cultural references.

Knowledge

The prescribed textual and linguistic elements, necessary for the development of the competencies targeted in this course, are listed below in alphabetical order.

Textual Elements

- ✓ audience and communication context
- ✓ consistency or logical presentation of ideas
- ✓ emotional/intellectual/aesthetic appeal of text
- ✓ facts, statistics, opinions and expert opinions
- ✓ main and supporting ideas
- ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
- ✓ neutrality/objectivity and bias/prejudice
- ✓ relevant vs. irrelevant details
- ✓ social function(s) of text
- ✓ textual features of print ads: images, designs, colour, logos, special lettering
- ✓ textual features of print surveys: listed survey questions; tables/charts illustrating statistical results, captions, headings, etc.
- ✓ sufficient vs. insufficient development of ideas

Linguistic Elements

- ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
- ✓ body language (gestures/movements/facial expressions)
- ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers)
- ✓ language (connotative, descriptive, colloquial, aesthetic)
- ✓ language devices (e.g. puns, neologisms, catchy phrases, humour, hyperbole, metaphor, simile, innuendo, sarcasm, irony)
- ✓ language functions (asking questions: open-ended/closed-ended/rhetorical; contextualizing and summarizing)
- ✓ language tone and register (style/level of language suitable to the context)
- ✓ modal auxiliaries
- ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
- ✓ relative clauses
- ✓ simple, compound and complex sentences (coordinators, subordinators)
- ✓ syntax
- ✓ transition expressions including time and sequence markers

Cultural References

In this course, teachers may choose to have adult learners explore the sociological aspect of the culture by focusing on how advertising relays powerful messages about success, race, ethnicity, gender, class, sexuality and aging. Adult learners discover that the goal of advertisers is to manipulate their audience into equating the acquisition of a particular product/service with happiness and success. Adult learners examine the way different kinds of advertisements (e.g. clothing, beauty, health, music ads) promote specific values and appeal to the emotions of the audience by using various language and media devices. Examples include graphic, attractive, sexual or wholesome images, and colourful, humorous or seductive language. Importantly, adult learners discover that some of the common persuasive devices used in commercial advertisements are also used in texts such as public service announcements, whose goal is to promote laudable social values and pursuits.

Adult learners explore the idea that advertising and marketing tools are constantly evolving to keep pace with societal changes, and they discuss how consumers and citizens consequently have to be on the lookout for new advertising or marketing ploys. Adult learners discover that the ability to decode messages in different types of advertising texts has a profound influence on how people interact in the world. In other words, they learn that an increased ability to understand the language of persuasion helps them to make important decisions and personal choices in their daily lives.

Alternatively, teachers may decide to focus on the aesthetic or the sociolinguistic aspect of culture. (See Chapter 4 for additional information on the three cultural aspects.)

Families of Learning Situations

The term “families of learning situations" refers to groupings of learning situations that vary in style and complexity but share some common characteristics. The families of learning situations targeted in this course are shaded in the table below.

Families of Learning Situations
Exploring and creating literary diversity
► **Seeking and imparting information**
► **Developing and supporting a stance**

Seeking is associated with the communication purposes of gathering and understanding or interpreting information from a variety of texts such as commercials, print advertisements and texts on advertising and marketing. It is also associated with the communication purpose of collecting data through marketing surveys. **Imparting** is associated with the communication purposes of relaying and explaining the information gathered from these and other texts.

Developing is associated with the communication purposes of formulating opinions about the effectiveness of various persuasive texts and formulating ideas when preparing to create persuasive texts. **Supporting** involves providing reasons for one’s opinions of the persuasive texts of others as well as explaining or defending the ideas advanced in persuasive texts of one’s own.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are selected on the basis of their importance to society. Each comprises an educational aim and focuses of development that help teachers delineate the knowledge that can be explored in specific learning situations.

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
Uses language/talk to communicate and to learn			■		
Produces texts for personal and social purposes			■		

As demonstrated in the previous chart and the examples of learning situations below, Environmental Awareness and Consumer Rights and Responsibilities is a broad area of learning well suited to this course.

When adult learners focus on Environmental Awareness and Consumer Rights and Responsibilities, they may develop:

- a critical stance towards advertising and other forms of propaganda or manipulation

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

Examples of Learning Situations

Advertising Campaign for a National Car Company

In this learning situation, adult learners are presented with the following scenario:

Online you read about an upcoming contest organized by a national car company asking students to develop a pre-launch advertising campaign for their inaugural electric vehicle. The winning participant will drive away with a new car and a lot of recognition. The possibility of winning a new car and the opportunity to combine your talents in marketing with your desire to contribute to a cleaner environment sets your creative wheels in motion. You have some great ideas about reaching the youth market using non-traditional marketing tools such as social media and viral, guerrilla and mobile tactics. You outline your ideas and register for the contest. You later receive an answer from a company executive who is enthusiastic about your approach and asks for a personal meeting where you will have four minutes to sell your ideas. You create a marketing plan and prepare a sales pitch to be delivered at the local office of the company.

Lion's Lair

In this learning situation, adult learners are presented with the following scenario:

You have an entrepreneurial spirit and have been designing things since you were very young. Your latest product has received an enthusiastic response from friends and family who are now encouraging you to contact the television show ***Lion's Lair*** to pitch your product and get the financing you need. You decide to contact the show's producers and receive a positive response requesting a preliminary marketing plan. You immediately start formulating questions for a survey to test the market you want to target. You send the questionnaire out online and are encouraged by the interest in your product. Armed with this information, you create a plan and once again contact the show's producers. Luckily, they will be taping in Montréal in the coming month and ask you to be on the show! You define your product's unique selling points and decide how to present it. Buoyed by the positive feedback and market survey results, you book your four-minute presentation with confidence.

City Logo

In this learning situation, adult learners are presented with the following scenario:

You are online when you notice that the city of Montréal wants to revive its image by creating a new logo that is more in keeping with the spirit of this dynamic metropolis. The logo is an essential part of the municipal government's mandate to bring people from all over the world to the city in order to boost the city's tourist economy and raise the morale of local businesses. The city is appealing to youth, in particular, to create a logo that has a hip, memorable, catchy phrase and image to market this unique corner of North America. As you love the city almost as much as you love putting your design ideas on paper, you are inspired to create a logo that is vivid, powerful and original. You send it off to the city with a sense of accomplishment and purpose.

End-of-Course Outcomes

By the end of the course, adult learners will be able to:

Discuss and analyze

- **short films, video and audio clips about advertising and marketing**
- **different types of advertisements**
- **articles about recent trends in advertising and marketing**

When adult learners discuss and analyze some short films and video or audio clips on advertising and marketing, they focus on the social function(s), target audiences and communication conventions of these productions. They identify the main ideas and the effectiveness or completeness of the supporting evidence in the various media texts.

They note any expert opinions that may be included and assess the relevance of these opinions. They also discuss and evaluate what they have learned from these texts about the specific language or media devices that advertisers and marketers use to persuade target audiences.

When adult learners examine different types of advertisements created for billboards, kiosks, tradeshows, special events, TV commercials and public service announcements, they focus on the ads' social function(s), target audiences and communication conventions. They identify the featured product/service in each ad and the persuasive techniques used (e.g. the bandwagon effect, celebrity endorsement, plain-folk image, loaded words and glittering generalities). They also identify examples of connotative language and evaluate its impact. They determine whether or not selective omission or bias is used in the ad. They analyze the use of facts and opinions. They discuss and analyze the use of various language and media devices such as slogans, jingles, attractive or shocking images/poses/colours/designs/logos, symbolic objects, analogies, humour, irony, and special visual or sound effects. They analyze how these devices add to the emotional, aesthetic or intellectual appeal of the ads.

When adult learners read texts about advertising and marketing trends, they focus on the social function(s), target audiences and communication conventions of these texts. They identify the main ideas and supporting details and decide whether each text is primarily informative or persuasive in nature. If they decide the text is essentially persuasive, they evaluate the persuasiveness of the arguments advanced by the author(s). They identify any informative elements such as facts, statistics and expert opinions and assess the importance and reliability of these elements. They evaluate the new information they have gathered on marketing practices and trends and what it means to them.

Produce

- **a print advertisement**
- **a 30-second commercial (audio/visual)**

When adult learners produce a print advertisement, they highlight a product or service and target a specific audience. In addition, to enhance the impact of their ad, they incorporate at least two persuasive language or media devices. (See the previous page for some examples.) They select a suitable page layout (e.g. they create a balance between images and words; place some white space between them; use consistent margins), and use attractive colours/designs/lettering to capture the interest and attention of the audience. They employ a tone (e.g. chic, funny, ironic, playful) to give the text personal style and flare. They include all relevant information (e.g. coupons, URLs, special offers and telephone numbers).

When adult learners produce a commercial, they first decide on the type of product/service they want to feature and the message they want to communicate. They note the audio/visual equipment required; the time, date and location of the taping; the producer and actors; and the availability of props, costume and sound effects needed for the taping.

They produce a text with roles/lines for the actors and include relevant information and details (e.g. product/service name, description, quality, value and/or special features). They use language suitable to the product/service they are selling or promoting; specifically, they use at least three persuasive language or media devices and tailor their choices to the medium chosen (audio/visual) and the desired effect (e.g. to persuade or inform).

Adult learners participate in a dress rehearsal, practice the taping of the commercial, and make any necessary adjustments to the text's language or audio/visual devices (e.g. lighting, sound quality). They discuss how they can make their text more effective, and if possible, they make some adjustments. After another run through, adult learners produce a final shooting of the commercial.

Text length: one page for print ads; 30 seconds for audio/visual ads

Communication context: familiar or unfamiliar audience; formal or informal tone or register, depending on the context and subject matter

Produce

- **a marketing research survey**

When adult learners design a survey for their pre-determined target audience, they define the goal of their research (i.e. the main topic and subtopics they want to explore in their survey and the results they wish to compile). They refine their language skills by writing a series of detailed and thought-provoking questions that vary in type and complexity. Their survey questions are clear and presented in an appropriate fashion (e.g. the survey includes closed- rather than open-ended questions, Likert-type scales, semantic differentials, paired comparisons, dichotomous and free responses). Adult learners determine the length of time the survey requires. After conducting the survey, they submit the survey questions.

Text length: twenty survey questions

Communication context: familiar or unfamiliar audience; formal or fairly formal tone and register suitable to the context

Present orally

- **a sales pitch**

When adult learners pitch a product or service to a panel of potential investors, they use a combination of information and persuasion to convince their investors that the product/service in question is worthy of financing. They provide an introduction and state their name and their company's name. They create a "hook," a short story or a rhetorical question in order to generate interest in the product or service they are selling. They clearly state the product/service's unique selling proposition or USP—i.e. the most important benefit of the product/service.

They continue to sell the product or service by mentioning some relevant supporting details (e.g. what the product/service is, how it works, how it saves time/reduces labor costs). They use oral communication features such as expressive voice tone and stylistic pauses to create a strong, positive impression on the audience.

In addition, adult learners use nonverbal language such as appropriate eye contact and expressive facial expressions and gestures. They communicate in a confident and convincing manner. They conclude their sales pitch by summarizing the main points and thanking the audience members for their time and participation. Finally, they offer to answer any questions.

Text length: 3-5 minutes, if presented by one person; **6-8 minutes**, if presented by groups of two to three

Communication context: unfamiliar or familiar audience; informal or formal tone and register suitable to the text type and audience

Teachers need to ensure that adult learners use planning tools such as brainstorming, lists, outlines, discussions and rehearsing as they begin creating their texts. Teachers also need to ensure that adult learners actively reflect on what they learned and how well they communicated in the texts they created. For example, adult learners may use self-evaluation checklists or participate in feedback discussions to appraise how clearly they conveyed their ideas in their advertising and marketing texts, as well as to appraise the effectiveness of the learning and communication strategies they used. Learners may use the same type of evaluation tools to reflect on what they learned as a result of discussing and creating these texts.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Uses language/talk to communicate and to learn (C1)	• Effective communication of ideas • Effective communication for learning • Appropriate use of language conventions
Produces texts for personal and social purposes (C3)	• Effective organization of texts to communicate • Appropriate adaptation of language for audience and purpose • Appropriate use of structures, features, codes and conventions of texts • Correct application of language conventions (usage and mechanics)

Appendix

Inventory of Strategies

1. Communication Strategies

1.1 Verbal and Nonverbal Strategies

Effective speakers understand that getting their message across is not simply a matter of using the correct vocabulary, grammar and syntax of standard English. Getting a message across requires the skillful use of various communication strategies, including verbal and nonverbal communication strategies. Nonverbal communication is often referred to as body language, and it includes things such as eye contact, facial expressions, gestures, posture, and physical proximity or distance. The term "proxemics" refers to the spatial separation (distance) individuals naturally maintain in various social and interpersonal situations, and research in this field indicates that individuals prefer a "comfortable" distance for personal interaction. They define this as their *personal space*, and any violation of this space can have serious adverse effects on the communication exchange.

Furthermore, a single, emblematic gesture can have a positive meaning in one culture and a highly offensive meaning in another. In most Western cultures, for instance, the use of direct eye contact symbolizes attentive listening. In others, direct eye contact is often perceived as a threat. Body language can thus have an enormous impact on the success or failure of a communication. In fact, the significance of a speaker's nonverbal signals is now commonly recognized. Sales personnel in many companies here and abroad are actually trained to observe and read the body language of their potential customers and apply this skill when closing a deal. In a general sense, adult learners need to deepen their knowledge of nonverbal communication in order to better monitor their own physical cues and to understand what someone is telling them even when he/she is not speaking. To become effective speakers, adult learners also need opportunities to create oral texts that require the application of effective nonverbal as well as verbal communication strategies.

For example, adult learners effectively communicate their oral message by:

- stating clearly the topic and purpose of communication
- using language (including body language) appropriate to the situation (i.e. appropriate to the formal/informal context and to the familiar/unfamiliar audience)
- using language suitable to the communication purpose (e.g. using precise, neutral language when the purpose is to inform or report)
- communicating and supporting a clear point of view by using correct word choice
- using the grammar and syntax of standard English
- speaking clearly and audibly and pronouncing words correctly
- using speaking techniques such as repetition, emphasis, varied intonation patterns and tones of voice, and appropriate volume or speed

- developing ideas in an organized fashion by using linking words and various types of transition expressions (e.g. addition, contrast, consequence, sequence, etc.) to help the audience understand the message and make the necessary connections
- using body language such as eye contact, facial expressions, hand gestures and movements to communicate ideas, feelings or opinions and to create some interaction with or impact on the audience

1.2 Rhetorical Strategies

In order to create a persuasive or impressive effect on an audience when presenting oral, written or media texts, adult learners need to employ various rhetorical strategies. These strategies may overlap with other strategies such as verbal, nonverbal and multimedia/production strategies, but there are differences in terms of the impression or persuasive impact these strategies are meant to have on the target audience.

For example, adult learners may impress or persuade their audience by:

- using effective/extensive connotative language and repeating or placing additional emphasis on emotionally charged words
- using language that strongly appeals to the sense of sight, touch, smell, taste and hearing
- using language devices such as humour, hyperbole, irony, slang and sarcasm to achieve an impressive effect
- using provocative/impressive/unusual examples, analogies, anecdotes, phrases, slogans to stimulate the imagination or intellect of the audience
- using effective images/visual aids/illustrations/props/sound effects/video or music clips to increase the impact or appeal of a written/media/oral text
- using eye-catching lettering/layout/colour/design in media texts
- using selective omission to make arguments sound more convincing to the audience
- using an emotional tone of voice (e.g. outraged, defeated, ebullient, hushed, sarcastic)
- making exaggerated facial expressions such as raising the eyebrows to express surprise or sarcasm; pursing the lips to show displeasure; furrowing the brow to express concern or confusion; also, making dramatic hand gestures to intensify the emotional impact of what is being said (e.g. putting palms together as if in prayer to suggest the urgency of a situation; making the sign of the cross to signal the negative nature of the person or issue under discussion; making the gesture of someone cutting his throat to communicate the destructive nature of a particular outcome)
- using silence to startle or move audience members, impress upon them the force/seriousness of the words just spoken

1.3 Organizational Strategies

As adult learners collect information on a subject that interests them, they need to develop a way of organizing this information for easy access and future reference. This involves organizing the notes taken during reading, viewing and listening activities related to their chosen subject. This also involves organizing the print and Internet information sources they have identified but not yet reviewed sufficiently to begin the note-taking process. Both types of organization facilitate the construction of texts that incorporate and reshape a variety of collected information. Indeed, adult learners must organize their texts in a way that clearly and accurately explains a specific aspect of their subject to their target audience. To do this, adult learners need to use various organizational strategies suitable to the type of text they are constructing.

For example, adult learners organize their texts by:

- generating questions they plan to answer on a chosen subject and/or generating topics and subtopics they want to develop
- using the main question(s) they want to answer in their text as a guide when listing information on their topic or subtopics, further numbering their points to prioritize them, etc., depending on the text they plan to create and the viewpoint they plan to adopt
- filing the collected information related to this text in electronic or paper files (or possibly in a portfolio), using some sort of system such as filing information under:
    - the source name or title and page
    - the source type (e.g. Internet, encyclopedia)
    - entries, surveys, documentaries, interviews
    - the main ideas or topics identified while reading/viewing/listening to various texts
- rearranging early notes to correspond to the new questions, topics or subtopics they have generated (adult learners may cut and paste, etc.)
- using methods such as chronological order, logical order, comparison/contrast, cause/effect, analogies, explanations and examples to develop their ideas
- choosing a suitable organizational structure for their text
- using visual and presentation cues to communicate to the audience the text type and the type of information being presented (e.g. cues such as paragraph indentations, headings and subheadings, title page, table of contents, bibliography and endnotes, illustrations, captions, subtitles, credits, graphics and image sequences)
- using topic sentences (with a controlling idea) as mini-introductions to the supporting points developed in an oral/written/media text, and as organizational tools for the audience
- using a thesis statement as a guide to creating supporting subtopics
- beginning their text with an introduction that provides contextualizing details on the main topic of the text; ending their text with a conclusion that summarizes their main ideas

1.4 Writing Strategies

Writing is a powerful tool for personal growth. It gives adult learners a way to gather, shape and refine their thoughts about a given subject or experience. Furthermore, it helps them develop and deepen their perceptions about the world in general, and themselves in particular. The very act of writing can suddenly make clear to the writer that language has the potential to affect other people. As adult learners produce written texts, they learn directly about the possible impact of language because they themselves select, reject, arrange and rearrange language in order to create a desired effect. The extent to which adult learners are able to do this depends directly on their use of specific writing strategies before, during and after the production of their written text.

For example, **before** the production of a written text, adult learners prepare for writing by:

- generating ideas for possible topics
    - discussing and researching possible subjects as well as viewing and listening to related texts
    - brainstorming, clustering, mapping, webbing ideas
    - studying model texts
    - journal writing, etc.
- constructing a few lead or opening sentences to help determine the topic's scope
- selecting and narrowing their topic; determining their purpose, intended audience and text type
- taking the ideas generated by brainstorming, webbing and mapping, and organizing them in chronological, spatial or logical order, depending on the context and content
- outlining these ideas in more detail
- using Who? What? Where? When? How? Why? questions, etc., to sharpen their writing

During the production of a written text, adult learners write more effectively by:

- engaging in activities such as:
    - using their lead or opening sentences to get their first drafts underway
    - creating a map of new ideas produced by the prewriting activities
    - putting ideas down on paper (i.e. doing free or fast writing) without rereading or concerning themselves with punctuation, spelling, grammar, etc.
    - discussing their topic with their teacher or peers before beginning to write in order to produce a flow of ideas
    - writing their first draft
    - reading their first draft and asking themselves if they have said what they really want or mean to say and, if not, considering how they can express themselves more clearly (this questioning often leads to successive drafts)

After the production of a written text, adult learners revise and complete their final draft by:

- using substrategies such as:
    - recording a reading of their written text and listening for overall flow and clarity
    - reading their writing aloud to someone to get feedback on which parts are clear or unclear, etc.
    - using revision checklists to ask pertinent questions and then making any necessary adjustments (e.g. asking some of the following questions: Is the main idea clear? How can I make this idea clearer or more interesting to my audience? Will my words and visual images impact my audience in the way I desire? What can I add to heighten the impact of my text on the audience? Have I been specific enough or do I expect my reader to be a mind reader?)
    - using a "pass strategy" (i.e. editing their draft by reading it several times, each time concentrating on one area only, such as editing first for accuracy, then sentence structure, paragraph structure, organization, spelling, word choice, conciseness, grammar, syntax, punctuation)
    - proofreading to spot typos, inconsistent spacing, numbering and lettering, homonyms, etc., and to make other final corrections

1.5 Multimedia Production Strategies

Adult learners are increasingly exposed to various types of media and multimedia texts. Consequently, they need to become adept at working with these texts and understanding their communication potential. Skill here involves things such as identifying the relationship between a text type, its communication purpose and the sort of information it contains. It also involves identifying, for example, the way that formatting, graphics, sounds, word or image sequences and numerous other conventions and devices communicate or complement the message of the text. Adult learners best develop their skill at appreciating the different facets of media and multimedia texts by producing similar texts of their own. To do this, they need to learn how to develop and apply various effective media communication strategies.

For example, adult learners communicate effectively in media texts by:

- determining and selecting the best media for their intended message by taking into consideration:
    - the equipment, publication outlets and technical expertise available
    - copyright restrictions over material they wish to incorporate into their text
    - time or budgetary constraints
    - the preferences and background of their target audience
- using a storyboard to detail scenes to be filmed, recorded or produced live
- using ICT as a resource to produce images, sounds, graphics, etc. to complement the content of their media or multimedia text
- using visual devices such as tables, charts, illustrations, columns
- using animation to enliven a narrative, create humour, etc.

- using camera angles in film texts to communicate a specific message to the target audience
- sequencing and timing images or sounds to create a specific effect, e.g. flashbacks or foreshadowing
- adding colour to a text to add visual interest or highlight a message (e.g. colouring a violent scene with intense shades of red)
- using a combination of images, sounds and print in a recorded, filmed or Web-based text to capture the attention of a particular audience (e.g. a filmed public service announcement on the hazards of smoking); in other words, to generate a specific audience response

2. Learning Strategies

Cognitive Strategies

2.1 Strategies for Activating Prior Knowledge

Adult learners prepare themselves for new topics, texts, tasks and learning or communication contexts by reviewing or referring to the knowledge they have acquired through previous experience and prior learning.

For example, adult learners draw on their knowledge of:

- their personal preferences, interests, needs, goals and skills
- the world in general (e.g. the broad spectrum of human behaviour; the wide variety of cultures, professions, social values/roles/problems; media/consumer/environmental/health issues and developments)
- specific text types previously constructed or deconstructed and the different roles adopted (e.g. listener, speaker, interlocutor, viewer, producer, evaluator)
- various text types and their communication conventions, social functions/purposes and characteristic textual features
- various strategies that worked or did not work in the past (i.e. effective/ineffective communication or learning strategies)
- the English language: its grammar and syntax; also, the literal and figurative meaning of individual words and phrases, as well as the way individual words or phrases and specific language patterns set a particular tone
- the distinctive characteristics of familiar and unfamiliar audiences and the way texts are tailored to reach audiences (e.g. a formal tone and an appeal to logic may have more impact on a well-educated or older audience, whereas an informal tone and appealing images or emotional language may have more impact on a less informed or younger audience)
- the value of peer discussions and collaboration in the learning process
- the importance of looking for the personal relevance of the topic or task at hand and using this as a motivational or focusing tool
- the different technologies and resources (including human resources) that are available and suitable for a given task

2.2 Meaning-Making Strategies

Adult learners build, clarify and deepen their understanding of the texts they listen to, view, read, write and produce by using a variety of ways to construct meaning.

For example, adult learners construct meaning by:

- using collaborative talk as a way of generating discussion, brainstorming, stimulating new questions or viewpoints, and challenging, refining and clarifying initial thoughts or assumptions
- refining their own understanding of a text by supporting, summarizing or paraphrasing the ideas of others
- seeking feedback and incorporating the viewpoints of others to extend their own understanding of the topic, text or task at hand; also, giving feedback to others as a way of clarifying their own ideas
- analyzing an issue, text or task and determining its most important features
- transforming a text into another medium to see how the meaning or impact of the text alters or shifts (e.g. taking the content in a standard print text and transforming it into song lyrics, a poster board or a symbolic design)
- making connections between the form (layout, images used, etc.) and the content of a text to grasp the communication context and the intent of the speaker/writer/producer
- making connections between key passages or main ideas in a text
- attaching personal relevance to a text by considering how its content is or can be connected to their everyday lives or situations
- formulating and testing ideas or hypotheses (e.g. predicting the message or plot development of a text and confirming the truth or falsity of the predictions after further reading, viewing, listening or discussion)
- rereading or reviewing a text to understand the deeper meaning of its words or images and to determine whether the text contains bias or selective omission
- considering the text as a whole instead of focusing only on its individual parts or sections

2.3 Listening Strategies

In order to be good listeners, adult learners need to develop listening strategies that increase their listening comprehension and recall. To understand a speaker's central message and purpose, good listeners do far more than pick out words, details or bits of information in the speaker's text; rather, they determine the import of, and connection between, apparently isolated details as they listen, i.e. they employ critical listening skills.

For example, adult learners listen critically by:

- paying particular attention to introductory remarks and any repeated words or phrases for clues about the main topic in the oral text
- predicting what the speaker may say on the topic based on their own background knowledge of this topic, the type of text and the communication context
- listening for supporting evidence in the text that confirms that they have correctly identified the main topic and/or message of the text; readjusting their listening focus if necessary
- focusing in on specific details related directly to the text's central message and ignoring extraneous details that are not as directly related
- listening for transition expressions such as *however, as a result, in addition*, etc., to understand the relationship between the supporting details in the text; also, listening for transition expressions such as *first, second, third*, etc., and time expressions such as *the next day, ten hours later,* etc., to establish the sequence of these details, in order of importance or occurrence
- listening for clues such as the speaker's vocabulary level and diction to determine the formality or informality of the communication context, as well as the intended audience
- noticing shifts in the speaker's tone of voice (e.g. a shift from a tone of sincerity to one of sarcasm) and when the shifts occur to determine more accurately the speaker's purpose or point of view
- noticing changes in the speaker's intonation patterns as well as changes in speed, volume and emphasis to better understand his/her message or intent
- listening carefully to a speaker's concluding or final remarks for a confirmation of his/her intended message and communication purpose

2.4 Reading/Viewing Strategies

Although the term "reading strategies" generally refers to strategies applied to traditional print texts, many of these strategies can also be applied to various media texts. Perhaps more than ever before, adult learners in the 21st century need to develop good reading strategies because they have more information to sift through and a greater variety of print texts with which to work. This means two things: first, to become fluent readers, adult learners need to develop a number of effective reading strategies; and second, in order to assist learners, teachers need to explicitly teach and repeatedly reinforce such strategies.

For example, adult learners develop their reading/viewing skills by:

- making predictions about the content and purpose of a given text by drawing on prior knowledge of similar texts (and possibly prior knowledge of the author or topic) before, during and after reading/viewing; also, making predictions about what may come next in a text by referring to what has come before
- examining visual cues (e.g. titles, headings, illustrations, pictures, images, logos, graphics, the structure/layout of a text) for clues about the text's topic, purpose or message
- asking themselves questions during the reading/viewing about the text's main ideas/ message, and recording the answers they find
- scanning to locate specific or pertinent information; zeroing in on key details or core information, i.e. skimming over details that are unimportant to the task at hand
- guessing the meaning of words from the context and by drawing on knowledge of similar or related words; also, consulting various resources to facilitate comprehension (e.g. print and electronic dictionaries, grammar guides, encyclopedias, Web sites)
- adjusting reading/viewing style or stance to the text type (e.g. paying stricter attention when exploring an academic text, which predictably has a greater density of information and fewer extraneous details; constructing meaning from (figurative or literal) images as well as words, when reading or viewing a text
- navigating roadblocks to reading comprehension; for example, responding to a difficult section in a print text by reading ahead to an easier section and then rereading the difficult section in the light of new information
- reading or viewing a text a second time to aid comprehension and memory retention, as well as to confirm initial impressions or locate answers to questions
- retelling or synthesizing the core content or message in the text in order to facilitate overall comprehension
- forming and noting impressions of the text while reading or viewing

2.5 Information Gathering Strategies

Adult learners need to gather the information they need to understand a particular situation/topic and create their own texts. They may go about this in several ways. First, they may conduct formal research by collecting information from reliable print and/or media sources; second, they may conduct interviews with experts in the field or possible witnesses; and third, they may engage in role-playing to gather information by directly experiencing some facet of the situation/topic they are trying to understand.

For example, adult learners gather information effectively by:

conducting formal research

- using Internet search engines
- using broad search categories to locate information related to their specific topic (e.g. typing in “mental disorders” or “abnormal psychology” when trying to access information on schizophrenia); also, using key words (also called tags) to locate a relevant Internet site or source material such as documentary films
- putting a complete line from a text inside quotation marks in a search engine to locate the original text
- creating an electronic file containing shortcuts or URLs for quick reference
- familiarizing themselves with the Dewey Decimal Classification system used by many libraries to organize books on library shelves (e.g. filing information in alphabetical order under the first letter of the general subject category)
- scanning the contents of a print text: the title page to find the author’s name and credentials; the copyright page for date of publication (which indicates whether the information is current enough to be useful and reliable); the table of contents to determine whether the text contains the desired information; the index for entries connected to the chosen topic
- noting the name of the browser or the name of the source to determine whether they have located an accredited site, or an author with no special credentials in the field of study
- using approved, reliable sites whenever possible

conducting interviews

- identifying the available human resources who can provide the sort of information they require (e.g. the CLSC or school nurse for pamphlets on medical concerns; a local women’s shelter for information on spousal abuse; a local witness to a particular event or accident)
- doing some preliminary research to formulate initial and follow-up questions for the individuals they have identified as credible sources
- reviewing and revising their questions in order to collect the most precise, relevant and complete information
- asking these questions when conducting different types of interviews (e.g. face-to-face, telephone, e-mail, videoconferencing, chat room interviews)
- recording the answers given by the individuals they are interviewing

engaging in role-playing

- role-playing a scene to shed new light on a topic; for example, if learners have chosen to collect information on bullying, they may act out a typical bullying scenario to understand the dynamics between bullies and victims
- creating a mock trial on a particular issue (e.g. that recycling has or does not have a big impact on the environment; adult learners could adopt the roles of experts, environmentalists and concerned grandparents/would-be parents attending the trial)

- role-playing the parts of different individuals involved in a community issue so as to better grasp all its implications (e.g. the mayor who wants to bring more tourism to a small town, the local shopkeepers who want to increase their business profits, the residents who want to preserve the quiet and secluded nature of their town, the city-dwellers who need to escape the noise and pollution in the city; or the impact that discontinuing a particular course or program will have on certain individuals such as school administrators, teachers, adult learners, office and cleaning staff)

2.6 Interpretation Strategies

After locating relevant sources and gathering information on a chosen topic, adult learners then have to interpret this information. This involves going beyond simply recording or understanding the information collected. Adult learners must read between the lines of the oral/written/media text in order to fully grasp the meaning of the information it contains. This applies especially to poetic, allegorical and other types of literary texts, since the meaning of such texts is not obvious but has to be uncovered and created. When adult learners interpret information, they have to connect information that is not explicitly connected in the text itself and make connections between this information and their observations and knowledge of the world outside the text. In the process, they assign this information a new and very personal meaning.

For example, adult learners interpret information by:

- studying the context in which the text was produced and the context(s) in which it is read
- asking themselves questions about the possible purpose and message of an author or producer as a way of focusing their own attention while listening to, reading or viewing a text
- working out the relationship between various details contained in the text, based on their specific knowledge of the subject at hand and/or their general knowledge of human behaviour and/or common social/moral/environmental/political themes or issues
- connecting their personal experience or knowledge of the themes/issues treated in a text and the information explicitly given in order to consider its implicit meaning or importance
- trying to grasp the implicit or underlying meaning contained in a particular text by considering all of its possible meanings and then actively looking for evidence that corroborates or refutes each one, adjusting their interpretations accordingly
- making sense of the text by focusing on their relationship to the text content, its personal relevance/impact and the features in the text that contribute to this relevance or impact
- formulating a viewpoint on a topic treated in a text and then comparing their own viewpoint with that of the text's author/producer
- questioning their own impressions and interpretations of a text and analyzing the strength of their evidence
- retelling or summarizing/synthesizing what has been read, viewed or listened to as a way of uncovering the text's meaning in a more global or holistic sense
- drawing inferences or conclusions from the data presented and in this way moving beyond the text and onto new ideas

2.7 Note-Taking Strategies

Adult learners increase their ability to understand and recall the information they collect by taking effective notes. Note-taking refines their focus and helps them to begin organizing the material they are examining so that they do not lose the gist of the text in a sea of minor details. This is especially important since adult learners today must sift through a great deal of information and select only what is pertinent or useful to their task. Effective note-taking also makes it easier for them to review and analyze the information they have selected and to clearly support their ideas in various oral, written or media texts. There are several effective note-taking strategies for adult learners to use.

For example, adult learners take effective notes by:

- formulating questions before they read, view or listen to a text
- writing down key words as they read, view or listen to a text (i.e. writing down memory prompts that help them recall more about the main topic and subtopics and related key details following the initial reading/viewing/listening)
- writing down additional questions as they read, view or listen to a text, and recording in brief any information related to these questions and to their prereading questions
- noting, in abbreviated form, the main ideas they recall immediately after reading, viewing or listening to a text; ignoring concerns about spelling or writing in complete, grammatical sentences; concentrating on the main ideas in the text; etc.
- writing down, in point form, a shorthand version of separate details that elaborate on the main ideas recorded earlier; listing these details under core words/headings, etc.
- rereading a text and, where possible, viewing or listening to the text again and filling in additional information related to their prereading questions
- writing in the margins of print texts (e.g. words that identify the type of information included: opinion, expert opinion, facts, statistics, biased and background information, hearsay, examples, analogies, comparisons, descriptions, etc.)
- writing down for future reference questions that come up as they read; drawing arrows from their questions to the answers they locate in the text; later, using these questions as the basis for more extensive notes
- leaving sufficient space between the points they recorded to allow for additional information or reorganization
- recording information in legible form so that they can understand their own notes later on

Socioaffective Strategies

2.8 Feedback Strategies

Adult learners can improve the formal and informal texts they produce by receiving feedback from and giving feedback to their peers and teachers. This feedback can also help them develop their production and communication skills, as well as clarify their own ideas, viewpoints and production choices.

For example, adult learners use feedback by:

- conferring regularly with peers, teachers, etc. about their ideas for possible texts (e.g. by consulting peers or teachers about the appropriateness and appeal of their ideas to the target audience)
- participating in group and individual feedback sessions, when possible (e.g. peer-response groups, student bulletin boards or editorial boards)
- asking their peers or teacher specific questions about the message, purpose, content, quality or clarity of the text they are constructing
- asking their peers or teacher for oral feedback on the various devices they used, production decisions they made or the suitability of the content they chose to include or omit
- giving their peers or teacher oral feedback on the parts of their texts that are clear or unclear, complete or incomplete, effective or ineffective, appealing or unappealing, etc.
- proposing solutions to production or communication problems evident in the texts of their peers
- giving their peers written feedback by completing evaluation checklists or providing a written response to specific questions posed by their peers
- asking their peers or teacher for the same kind of written feedback on their own texts
- asking their peers or teacher for possible solutions to a particular production problem or for more effective ways to reach a certain audience, etc.
- incorporating the feedback of others by making suggested changes to their own texts

2.9 Collaborative Strategies

By collaborating with others (i.e. their teachers and peers), adult learners greatly increase their ability to understand a variety of oral, written, media and multimedia texts and also their ability to create or produce similar texts of their own. For this reason, adult learners need to be given opportunities to collaborate whenever possible.

For example, adult learners collaborate by:

- participating in a group brainstorming session to make predictions about the content of a given text or to come up with ideas or topics for texts of their own
- contributing to discussions by sharing their relevant personal experience or prior knowledge as well as their personal interpretations of a given text and their evidence for these interpretations
- sharing information sources for a given topic (e.g. magazine or newspaper articles, encyclopedias, useful Web sites used) and their own technical expertise (e.g. their knowledge of computers, various tools, shortcuts, search engines)
- working with other group members to come up with ideas for possible topics, text types, styles and techniques for joint productions/projects and to collectively decide on a communication purpose and plan of action
- discussing and detailing the steps and tasks involved in joint productions/projects and the responsibilities/tasks of each group member
- reformulating plans for joint projects (such as a class newspaper) with other group members
- alternating or adjusting roles in group projects to ensure that all group members have the chance to contribute in a meaningful and equitable way
- helping each other to establish reasonable deadlines for tasks involved in individual or collaborative productions/projects; also, encouraging each other to meet individual or group deadlines
- helping peers who encounter obstacles by suggesting problem-solving strategies or offering concrete solutions; also, collectively adopting a trial-and-error approach in a joint production (e.g. a short documentary film, a play) and discussing the strengths and weaknesses of the text in progress
- pooling ideas about ways to improve current or future productions

Metacognitive Strategies

2.10 Procedural Strategies

Adult learners employ various procedures when approaching a learning task or preparing to produce an oral, written, media or multimedia text. These procedures do not follow a set order and adult learners need not employ them all.

For example, adult learners follow a procedure by:

- determining the nature of the task
- identifying the communication context and social function of a given text
- negotiating, selecting or identifying a suitable topic and text type
- determining the type and quantity of information needed
- determining available or suitable resources and technologies
- determining the amount of time available for or required by the task
- identifying personal and general goals
- selecting self-evaluation tools (criteria, evaluation grids, etc.) to monitor progress
- setting a deadline for the creation/production of a text
- dividing the tasks into subtasks and prioritizing them
- setting a timeline for these tasks
- checking timelines and criteria checklists at regular intervals
- participating individually or collaboratively in different recursive phases of the text production process
- meeting with the teacher at regular intervals to discuss and monitor progress

2.11 Feedback Strategies

Feedback strategies, as described earlier, overlap two types of strategies: socioaffective and metacognitive. See section 2.8 for examples of various feedback strategies.

2.12 Self-Evaluation Strategies

After repeatedly using various feedback strategies, adult learners gradually realize that people other than their teacher can give them useful feedback. Peers, for example, can ask questions that help adult learners understand or analyze what they are learning, have already learned, or need to learn. In a similar fashion, adult learners can help their peers learn how to self-evaluate by asking pertinent questions and applying various tools such as checklists and rubrics to the texts their peers produce. The end result is that adult learners develop the ability to evaluate their own learning style, progress, work and work habits by using some of the same methods and tools.

For example, adult learners self-evaluate by:

- identifying their own learning style (e.g. whether they are visual, aural or hands-on learners)
- evaluating their personal interests, viewpoints, goals and skills
- assessing and discussing the different ways they personally use texts (e.g. to develop interests, extend knowledge, seek entertainment)
- analyzing their own text or production choices and how these are related to personal preferences, goals, hobbies, etc.
- monitoring ongoing work or progress by regularly checking established deadlines/timelines for various productions or tasks; speeding up their work pace if they note they are falling behind
- setting and making use of personal learning goals and progress indicators
- applying criteria to measure the quality of their work and determine whether or not it is complete, as well as their use of available resources
- analyzing their own strengths and weaknesses as readers, listeners, viewers, producers, etc.
- evaluating the progress made and knowledge acquired and how both may be useful in new contexts; also determining the information gaps that remain and the knowledge or skills they need to acquire
- determining the strategies (e.g. organizational, reading or information gathering) that were most and least effective and the ones to use or improve upon in the future

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