

Course  
**ANG-3101-2**  
**Joining a Community**

**English as a Second Language**





## Introduction

The goal of this 50-hour course, the first of three courses in Secondary III (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to exchange factual information about people, places, things and events
- construct the meaning of informative texts related to people, places, things and events

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, in order to obtain and convey information on simple, familiar and routine matters. They will be able to obtain this information by reading, listening to and viewing moderately complex, informative texts and by talking with others. They will be capable of understanding and participating in routine social interactions.

## Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Joining a Community* are shaded in the table below.

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

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

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

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

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

### Processes and Strategies

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

Processes	Phases
<b>Oral communication</b>	Planning (tasks)
<b>Response</b>	Mobilizing resources (performing tasks) Reflecting (on completed tasks)

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

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

Strategies		
<b>Communication</b>	<b>Verbal</b>	Asking for help Simplifying
	<b>Nonverbal</b>	Making eye contact Respecting touching conventions
<b>Learning</b>	<b>Cognitive</b>	Activating prior knowledge Practising to improve skills
	<b>Socioaffective</b>	Encouraging self and others
	<b>Metacognitive</b>	Planning steps related to a task Seizing/creating practice opportunities

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

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

### Cross-Curricular Competencies

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

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

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

### Subject-Specific Content

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

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

## **Functional Knowledge**

### **Family of Learning Situations and Language Functions**

#### **Informing**

- Asking for/giving factual information about people, places, things and events
- Identifying and communicating pertinent information
- Understanding and correcting misinformation about people, places, things and events
- Understanding and discussing possibilities/capabilities of doing something

## **Linguistic Knowledge**

### **Grammar and Syntax**

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

#### **Adjectives**

- Ending in *-ing* and *-ed* (e.g. *interesting, interested; exciting, excited*)
- Possessive (e.g. *my, your, his, her, its, our, your, their*)
- Placement (before the noun, e.g. *a large building*)
- Preceded by articles (e.g. *the interesting thing, an interesting thing*)

#### **Adverbs**

- Adverbs of frequency (e.g. *always, often, never, usually, rarely, seldom*)

#### **Conjunctions**

- Coordinating (e.g. *and, but, or*)

#### **Modal Auxiliaries**

- Ability/inability (*can, be able to*)
- Possibility (*may, might, could*)
- Polite requests and statements with *could* and *would*

#### **Nouns**

- Countable and non-countable nouns (e.g. *information, knowledge, progress, baggage*)
- Collective (e.g. *crowd, committee, class*)
- Compound (e.g. *homeowner, makeup, marketplace, Web page*)
- Possessive (e.g. *child's, student's, teacher's*)
- Plurals: regular/irregular

#### **Prepositions**

- Movement (e.g. *to, from, into, out of*)
- Place/position (e.g. *in, on, at, over, under, above, below, across*)
- Time (e.g. *in, on, at, before, during, after*)

#### **Pronouns**

- Personal pronouns: subject and object forms

- Possessive pronouns (*mine, yours, his, hers, its, ours, yours, theirs*)

### Verb/Time References

- *To be* (present and past)
- Simple present + key words (e.g. *usually, sometimes, once, twice*)
- Present progressive + key words (e.g. *presently, now, at the moment*)
- Future with *will* + key words (e.g. *next, tomorrow, in two days*)
- Conditional with *would*
- Infinitives: verb + infinitive (e.g. *want to, need to, like to, decide to, plan to, offer to, would prefer to*)
- Simple past + key words (e.g. *last week, two months ago*)

### Other Linguistic Structures

- Single-clause sentence structure (affirmative, negative, interrogative)
- Open- and closed-ended question formation
- Definite/indefinite articles with nouns (e.g. *a, an, the*, no article)
- Gerunds as subjects (e.g. *wasting energy is...*)
- *There is/there are* (existence/absence/lack of)

### Vocabulary (related to)

- Broad areas of learning (e.g. Career Planning and Entrepreneurship, Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Uses information; Adopts effective work methods; Cooperates with others; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. personal experiences; entertainment, recreation, lifestyles; places and travel; relationships)

### Semantics

- Antonyms (e.g. *begin/end; before/after; difficult/easy*)
- False cognates (e.g. *charge/charger, actually/actuellement; grand/grand(e); inscription*)
- French/English cognates (e.g. *information, age, capable*)
- Homophones (e.g. *they're/there; it's/its, his/he's; to/too/two; for/four*)
- Phrasal verbs: inseparable (e.g. *go over, go with; see about; stand for; log in, log on; look for*)
- Prefixes/suffixes (e.g. *-er: worker, inter-: intermediate; -ess : waitress; -onym: synonym*)
- Synonyms (e.g. *enjoy/like; mistake/error, also/too, currently/now*)

### Phonology

- Contractions (e.g. *am/'m; are/'re; is/'s; would/'d; will/'ll*)
- Intonation for questions (e.g. *What is your name?/Your name?*)
- Pronunciation of “-ed” for past tense of regular verbs (e.g. *played; liked; wanted*)
- Relaxed pronunciation, including linking/blending (e.g. *How are you/howarya; Did you/Didja/Didya; lots of + vowel/lottsa*)
- Silent letters (silent [w]: e.g. *who; whose; whom*)
- Syllable stress (e.g. *today; ahead; allow*)

## **Textual Knowledge**

### **Coherence/Cohesion**

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

#### Agreement

- person, number, gender, case
- pronoun antecedent
- verb

#### Conjunctions

- coordinating (e.g. *and, but, or*)

#### Organization of ideas

- questions to answers

#### Parallel structure

- nouns
- verbs
- infinitives

#### Transitional expressions

- spatial relation/direction (e.g. *nearby, next to, in front of*)
- time relation/sequence (e.g. *now, immediately, soon*)

### **Textual Organization**

Selected text type: information-based

#### Knowledge of internal features

- appropriate language register when asking for, giving and discussing factual information about people, places, things and events
- text development in written and oral texts (i.e. introduction/greetings; body; conclusion/leave-takings) and layout or text components in multimedia productions (e.g. posters: title, graphic design, tables, charts, lettering, symbols; newsletters: headline, caption, diagrams, body, conclusion; classified ads: title, category, type of listing, region, contact information)

#### Knowledge (i.e. recognition) of external features

- context (e.g. planning for future employment, registering for a course, making vacation plans)
- purpose: informing (i.e. any of the bulleted items under Functional Knowledge)
- target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. young male adults between 20 and 30 years old)



## Cultural references

In this course, adult learners may explore the sociolinguistic aspect of English culture in Québec by considering the differences in social conventions when interacting with familiar and unfamiliar audiences to ask for, give and discuss factual information about people, places, things and events. However, any other cultural aspect may be used if deemed more appropriate.

## Families of Learning Situations

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

Family of Learning Situations	
►	<b>Informing</b>
	Expressing
	Persuading

**Informing** is the family of learning situations targeted in this course. It is associated with the communication functions or communicative purposes of asking for and giving correct, factual information during interpersonal exchanges.

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

## Broad Areas of Learning

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

Broad Areas of Learning →	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Subject-Specific Competencies ↓					
Interacts orally in English		■			■
Reinvests understanding of texts		■			■

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

By considering issues related to Career Planning and Entrepreneurship, adult learners may become familiar with the world of work, social roles and occupations and trades.

By considering issues related to Citizenship and Community Life, adult learners may develop an attitude of openness to the world, knowledge of the main actors in social life and respect for their roles.

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

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

### **Examples of Learning Situations**

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

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

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

#### **a) Exploring Employment Possibilities**

You are undecided about your occupational future. You decide to look for documentation on different employment possibilities based on your interests and abilities. You check out Web sites, brochures, classified ads, etc., to get information about the educational requirements, placement possibilities and employment conditions in the region where you would like to establish yourself. Based on the information you find, you prepare for an interview with a guidance or career counsellor by establishing what information you will need to provide, and what information you will request during the interview. Following this preparation, you undergo the interview.

#### **b) Community Events**

You have just moved to a new community and want to find out about activities and events that might interest you, your family and/or your friends. After having watched a TV program that talked about

weekly recreational and community events, you do some research by reading the local newspapers, tourist brochures or community newsletters, checking out the municipal Web site and talking with others. After identifying some interesting possibilities, you call or stop by to obtain details or confirm your understanding of the activities or events, such as dates, times, location, reservations, registration, price, etc.

### End-of-Course Outcomes

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

- communicate orally to exchange factual information
- interpret information conveyed in informative texts that they read, listen to and view.

Adult learners will be able to ask for and give factual information about people, places, things and events. They will have the ability to ask and answer open- or closed-ended questions; they will be able to identify and communicate pertinent information (e.g. directions, frequency, identity, location, manner, quantity, reason, relationship, time) using mostly simple and progressive forms of present, past and future tenses as well as some modal auxiliaries. Both the language register and text development of the interaction will be appropriate to the context. Adult learners will use plain language and discourse that is reasonably fluent with some hesitation and pauses. Adult learners will be able to correct misinformation when necessary.

In this course, oral interaction tasks may include face-to-face or telephone discussions, inquiries and interviews, based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 2 to 4 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

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

Texts used for developing and demonstrating comprehension may consist of:

- |                                      |                     |
|--------------------------------------|---------------------|
| ○ brochures, pamphlets, posters      | ○ oral exchanges    |
| ○ classified ads                     | ○ radio broadcasts  |
| ○ community bulletins or newsletters | ○ recorded messages |
| ○ interviews                         | ○ podcasts          |

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

### Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
<b><i>Interacts orally in English (C1)</i></b>	<ul style="list-style-type: none"> <li>– Adequate participation in oral interaction in English at all times</li> <li>– Pertinence of the message expressed</li> <li>– Coherent articulation of the message</li> </ul>
<b><i>Reinvests understanding of texts (C2)</i></b>	<ul style="list-style-type: none"> <li>– Demonstration of understanding through the response process</li> <li>– Pertinent use of knowledge in a reinvestment task</li> </ul>