

Course
ANG-5103-1
Influencing Others

English as a Second Language



Introduction

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

- broaden knowledge of persuasive texts that serve to influence others or promote ideas and points of view
- write and produce texts that influence others or promote ideas and points of view

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 understand familiar and unfamiliar topics and state personal points of view. They will be able to obtain information by reading, listening to and viewing moderately complex persuasive texts and by talking with others. They will be able to understand and write and/or produce persuasive texts.

Subject-Specific Competencies

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

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

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

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

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

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

Processes and Strategies

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

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

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

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

Strategies		
Communication	Verbal	Rephrasing Simplifying
Learning	Cognitive	Reorganizing information to make it meaningful Practising to improve skills
	Socioaffective	Asking for and giving constructive feedback Encouraging self and others
	Metacognitive	Planning steps related to a task Transferring knowledge to new contexts

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

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

Cross-Curricular Competencies

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

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

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

Subject-Specific Content

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

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

Functional Knowledge

Families of Learning Situations and Language Functions

Persuading

- Advocating causes, individuals, groups
- Influencing and convincing others
- Predicting, speculating on outcomes
- Understanding, stating, supporting, defending and promoting ideas and points of view
- Understanding, suggesting and requesting solutions

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.

Verb/Time References

- Future perfect
- Future perfect progressive

Vocabulary (related to)

- Broad areas of learning (e.g. Career Planning and Entrepreneurship; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Exercises critical judgment; Adopts effective work methods; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. employment; education; environmental, social, political issues; consumer goods and services; community services)

Semantics

- Antonyms (e.g. *everywhere/nowhere; knowledge/ignorance; foolish/wise*) and synonyms (e.g. *halt/stop; oppose/be against; persuade/convince*)
- Heteronyms (e.g. *moderate, object, permit*)
- Metaphors (e.g. *to see the light of reason; to take a dim view of something; to receive a warm reception*)
- Phrasal verbs: separable/inseparable, according to meaning (e.g. *get through; give in*)
- Prefixes/suffixes (e.g. *im-:immeasurable, impolite; octo-: octogenarian; deci-: decimal*)

Phonology

- Any elements from ANG-5101-2 and ANG-5102-1 required for oral or multimedia productions

Orthography

- Abbreviations (e.g. associations, companies, organizations)
- Basic spelling rules (prefixes: e.g. hyphenate *all-, ex-, self-*)

- Capitalization (e.g. titles: reports, articles, honourifics)
- Punctuation: commas, periods, capitalization, quotation marks, colons (e.g. colon before formal quotations; ellipsis for omitted words in a quote; periods for abbreviations)
- Plurals (e.g. certain Latin words: *phenomenon* > *phenomena*, *criterion* > *criteria*)
- Variations in Canadian/British/American spelling (e.g. cancelled/canceled; colour/color; judgment/judgement)

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.

- Organization of ideas
 - appropriate for the context
(any element from ANG-3101-2 through ANG-5102-1)
- Transitional expressions
 - intensification (e.g. *basically*, *especially*, *undoubtedly*)

Textual Organization

Selected text types: information-based and popular

- Knowledge of internal features
 - appropriate language register when stating positions and promoting ideas and points of view
 - text development (introduction, body and conclusion) of oral texts, and layout or text components in written texts and multimedia productions (e.g. e-mails: sender's electronic address, recipient's electronic address, "Cc" field, "Subject" field, body, signature, attachment; standard letter: inside address, attention line, subject line, salutation, body, complimentary closing; title, graphic design, headline, caption, diagrams, charts, menu bar, hyperlinks, musical theme, visual and sound effects)
- Knowledge (i.e. recognition) of external features
 - context (e.g. producing pamphlets about safety measures, filming mock interviews, creating promotional materials)
 - purpose: persuading (i.e. any of the bulleted items under Functional Knowledge)
 - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. workers with safety concerns, employers)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture in North America by examining the language code related to stating positions and promoting ideas and points of view through various types of written and produced texts. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

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

Family of Learning Situations
Informing
Expressing
▶ Persuading

Persuading is the family of learning situations targeted in this course. It is associated with advocating, advising, convincing, defending, encouraging, promoting, requesting and supporting.

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 for our society. Career Planning and Entrepreneurship as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

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

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

By considering issues related to Career Planning and Entrepreneurship, adult learners may develop strategies related to various aspects of carrying out a plan or project.

By considering issues related to Citizenship and Community Life, adult learners may develop a greater knowledge of the mechanisms in place for protecting citizens' rights.

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

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

Examples of Learning Situations

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

In the case of the subject-specific competencies, this variety of 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) Potholes

The other day, as you were driving, you hit a big pothole that caused considerable damage to your car. The incident made you angry. Consequently, you decided to go to city hall to request compensation for the damages. You were informed that the city would not pay for repairs unless you could prove without a doubt that the city was negligent. You left city hall indignant and decided to air your frustration by writing a letter to the local newspaper and posting a copy on a blog, convinced that your letter, when it is published, will influence the authorities to change the situation.

b) Doing the Right Thing to Land a Job

You would like to experience living in an English environment to improve your second language skills. For this to be financially possible, you must be able to find employment there. After finding a prospective employer, you write a cover letter to convince this person to accept to meet you for a job interview. Your letter has two goals: providing the prospective employer with information on you and influencing him or her to meet you.

End-of-Course Outcomes

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

- broaden knowledge of persuasive texts that serve to influence others or promote ideas and points of view
- interpret information conveyed in persuasive texts they read, listen to and view
- write and produce persuasive texts that serve to influence others or promote ideas and points of view

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components and organization of ideas. They will also be able to answer questions by identifying and communicating pertinent information (e.g. causes, influences, instructions, outcomes, predictions, speculations, solutions).

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

- | | |
|------------------------------------|-----------------------------------|
| ○ editorials/letters to the editor | ○ TV advertisements/announcements |
| ○ petitions | ○ podcasts |
| ○ pamphlets | ○ debates |
| ○ blogs | ○ interviews |
| ○ commentaries | ○ documentaries |

Texts used for broadening knowledge of persuasive texts may be related to commercial, industrial, environmental, political or moral issues. Written texts should be three to five paragraphs long. Audio and video-mediated texts could be used to complement the written texts. Live or video-mediated texts could be as long as 90 minutes; audio-mediated texts, no longer than 6 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Adult learners will be able to produce texts that advocate causes, individuals or groups, stating and supporting ideas and points of view. They will be able to convey relevant information (e.g. causes, influences, instructions, outcomes, predictions, speculations, solutions), using conditionals, simple tenses and most progressive and perfect forms. Adult learners will be able to use simple, compound and some complex sentence structures to present information into a coherent text which presents the main idea clearly and supports it with appropriate, relevant details despite discourse patterns that are occasionally typical of the mother tongue. Language codes and conventions will be appropriate for the context and audience.

In this course, written or produced tasks can include standard or electronic commentaries, letters and promotional documents that are three or four paragraphs long or composed of 150 to 250 words, depending on the text type and context; or multimedia texts that are 3 to 4 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.4.3.

Evaluation Criteria for the Competencies Targeted by the Course

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