LING 518 ARR: Curriculum Design Proposal

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Abstract

This is the final paper submitted as an Applied Research Report (ARR) for the LING 518 course in MA TESOL at Trinity Western University, Langley. The objective of this report is to propose a new curriculum design. For this matter, an already existing and being currently delivered course at NorQuest College in Edmonton has been selected. The coursebook, "In the Community: An Intermediate Integrated Skills Textbook," was published by the college in the year 2016. There was a need to remodel the course as life situations of those who teach and those who get taught have changed incredibly at a rate and to an extent that most didn't see coming. Due to the COVID-19 pandemic, an extensive shift to the new normal requiring awareness and education on operating digital resources, changing demographics of immigrants and refugees in Edmonton, and not to mention their altering life needs and priorities, all call for curriculum and course designs to be more strategic and suited to the dynamics of the date. Other major changes that the city has lately seen is a further influx of immigrants from war hit countries like Syria and Ukraine, and migrants from all parts of Canada itself in search of improved and more affordable lifestyles, easier access to high quality education, and more fitting jobs. A detailed account of what changes would be made to the course content and structure to align with the evolved needs of its learners, and the principles that guide the redesign shall be uncovered within this ARR.

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I. Curriculum Research & Design

A. Introduction

The purpose of this Applied Research Report (ARR) is to propose a redesigned English as a Second Language course for adult learners who enroll to be a student at Foundational, Career, and Intercultural Studies Department of NorQuest College, Edmonton. "In the Community: An Intermediate Integrated Skills Textbook" was published in the year 2016 to be delivered as an ESL course and it's this course that I shall be attempting to redesign to try and make it fit better to the life and needs of learners six years later in 2022 (NorQuest College, 2016a, p. 2). Readers can expect to be taken on a journey of getting acquainted with the curriculum context of the program for which the new course would be designed, learners who can benefit from this, overview of the course including adaptations, principles that guide this redesign, organizing strands (macro- and micro-), course materials including proposed projects, adapted Scope & Sequence, any caveats, conclusion, references, and finally appendices in support of the report content.

B. Curriculum Context

The following section provides details on the institution where the program is delivered, ideological structures on which the instruction is based, the learners and their needs.

1. The Institution/Program

NorQuest College's current ESL program is called "Extensive ESL" and is taught at the Department of Foundational, Career, and Intercultural Studies, located at 10215 108 Street NW, Edmonton, Alberta, Canada (NorQuest College, 2022). The redesigned version of this course that the ARR aims to propose would be taught at the same location, in the same department.

The program uses Canadian Benchmark (Centre for Canadian Language Benchmarks, 2012)

Proficiency levels to guide their instruction and track learner progress.

The program and its subsequent courses may use different assessment methods. The course that will be redesigned suggests evaluation of the receptive skills—Reading and Listening, to be done through formative assessment (measuring language development throughout) while for the productive skills—Writing and Speaking, progress is to be tracked through feedback using rubrics that can be adjusted according to teaching styles of the teachers as well as learning styles of the students (NorQuest College, 2016b, pp. 15-19)

2. Macro-level Ideological Structures and External Influences Impacting Curriculum Change

Ideological structures at the macro level play important roles in a society which further shapes the nation, and those beliefs often present themselves through politics, religion, culture, and economy of the region (Douglas Fir Group, 2016, p. 24).

The city of Edmonton has seen a major shift in its economy and demographics lately. With the COVID-19 pandemic (World Health Organization, 2022), a large chunk of the population here, like most around the world, has had to devise or adapt to new ways of working and being. From adjusting to working remotely and/or in isolation, to doing so using technology exclusively, has been a major learning curve. Those who had not been used to digital devices and operations before this have experienced the biggest adjustment. Multitudes of residents have either already changed or are thinking about changing their professions or roles in the family amid this long-stretched health crisis owing to work settings that no longer work or inflation that they can no longer survive on their current livelihoods. On top of it, people from all parts of Canada in search of improved and more affordable lifestyles, easier access to high quality education, and more fitting jobs have been migrating in.

Another major change has come after Russia started invading Ukraine (Kirby, 2022) in early 2022. Canada decided to welcome affected Ukrainians and provide them with a safe place to live both temporarily and permanently (Government of Canada, 2022). It was in Alberta where the largest, and first ever in Canada, group settlement was founded in the late 1890's, and Edmonton still hosts the highest number of Ukrainians in the province (Antoine, 2021). As a result, the number of adults in need to learn English has risen locally.

Individuals who have decided to take up new careers, start working for the first time, finish college, learn general English or train in digital literacy are now turning to programs like ESL Intensive at NorQuest College and helping themselves achieve their English language goals for work and life.

3. The Institution/Program's Language Focus

The 'ESL Intensive' program is of blended nature and focuses on providing opportunities for learners to experience learning of English as a second or additional language. The program can help one learn all four skills of general English (Listening, Speaking, Reading, and Writing) or even to master the same for a specific focus per their needs—it provisions to cater to those who wish to learn English for Academic Purposes (EAP), as well those who are interested in English for Specific Purposes (ESP) (NorQuest College, 2022, LINC - Language Instruction for Newcomers to Canada section). Learners who plan to study for their citizenship exam or LINC can enroll in this program too.

4. The Learners

Adults who enrol in this program are almost all the time newcomers or landed immigrants in Canada who wish to pick up the language to interact better in their everyday lives including their roles at home, at work, at school, with their children and in the community,

and/or take their citizenship exam and become Canadian citizens. They operate at different CLB (Centre for Canadian Language Benchmarks, 2012) English language proficiency levels at a given stage. Majority of the students are born in Ukraine, India, and Somalia, and hence bring rich knowledge of their mother tongues (and various dialects) Ukrainian, Hindi/Punjabi, and Somali, respectively. Many learners are those with family/children and/or are looking to work in Canada. Some also enroll in the program to finish their post-secondary education. Almost all of them are either Permanent Residents or Canadian citizens. How well one can access and use digital resources considerably varies.

5. Language and Non-Language Needs of Learners in the Program

The program endeavours to meet the following <u>language</u> needs of its students (NorQuest College, 2022):

- -improvement of "pronunciation, speaking fluency, and grammar" so they can converse well with their children and in the society overall,
- -expansion of "vocabulary and idiomatic language" so they can make meaning effectively and express themselves equally well,
- -development of "reading strategies and effective writing skills" so they can understand important documents and other text as well as respond in a relative and accurate manner,
- -preparation for "further education or employment in specific health and business careers" through "career-specific vocabulary" so they get employed at workplaces of their choice and handle their financial responsibilities, and,
- -readiness for "meeting academic admission requirements at Alberta post-secondary" institutions and programs including transfer to next level courses and academic upgrading so they can get educated toward their aims.

The program endeavours to meet the following <u>non-language</u> needs of its students (NorQuest College, 2022):

-confident communication in different situations and among different people, and -knowledge of accessibility and usage of digital media like computers and literacy around them.

6. Institution/Program's Vision and Approach to Language Education

The college unveiled a new strategy in October of 2021 which reads "NorQuest 2030: We are who we include" and aspires to be a place where people can come to "transform their lives and find a place to belong" (NorQuest College, 2022).

From the institution's website and its curricular documents available, it seems that the program considers curriculum as Praxis and follows Critical Approach to education and learning where the knowledge delivered isn't fixed and is created through deep interaction between the text, the instructor, and the context (Prevedel, 2003, p.9). Politics and community play a huge role in deciding the manner of content delivery of the program. As learners enroll in this program to tackle their social and personal challenges, the philosophy of "social reconstructionism" is upheld and efforts are made to address the same (Richards, 2017, p.9). The movement came to be known as "critical theory and critical pedagogy" which was notably supported by a Brazilian educator named Paolo Friere (p. 9). In addition, when need be, the use of textbooks in various courses also entertains a Traditional Approach to curriculum with lesson plans and learning goals predetermined and matched to learner needs (Prevedel, 2003, p.9).

7. Digital & Online Technologies in the Institution/Program Setting

NorQuest College delivers the program mainly in person, but a few courses can be taken online (NorQuest College, 2022). Most of the coursebooks used can be accessed as a digital file which provides options to learn interactively as there are several hyperlinks to videos and

definitions (NorQuest College, 2016a). Learners who don't have their own digital hardware to support their learning in the program can borrow the same from the Computer Commons on special requests (NorQuest College, 2022, Services section). They can also borrow books from the library- both hard copies and digital.

Students can get appointments with librarians with a feature called "NorQuest Library ASK US!" and even ask general questions about online learning platforms like Moodle or BlackBoard which the college uses to deliver education (NorQuest College, 2022). They can book a conference room at the college if they wish to work on an assignment as a group and can drop in for or book an appointment with a tutor-coach to access "Tutorial & Academic Coaching Services" for some extra help or consolidation of topics practised in class (NorQuest College, 2022, Tutorial & Academic Coaching Services section).

8. Personal Beliefs and Assumptions about English Language Teaching (ELT), and Alignment of the Same with those of the Institution/Program

Under this section I'll be sharing my teaching philosophies, or put it another way, the renowned beliefs and philosophies that have guided me when I step into a classroom to teach, or when I analyze and plan curriculum.

Power and Agency. It has been argued that English language teaching and learning are highly influenced by political factors, macro-level ideologies, and the power this level exerts over meso- and micro-levels can be understood relative to another based on the nature of social exchanges that happen among them (Norton, 2000, p. 7). "Renegotiations" keep happening between the power one possesses and one's values, and between one's own values and those of the society one lives in (p. 7). Norton (2000) adds that it is not only the macro level factors (the government, immigration policies, economy, laws, education system, etc.) that exert power but the privileges also get generated on a micro-level (individuals, families, etc.) with deciding

factors like "material resources" and access to the same, facilitated by language, being a couple of the most dominant factors that 'allow' one to feel powerful (p. 7). Now, some may deduce that power is fixed, and the most influential party always rules. This view is challenged by Larsen-Freeman's explanation of agency that is also relational like power but isn't fixed and can be achieved through individual efforts and behaviour that is targeted to meet set goals (2019, p. 66).

In the community of Edmonton where the course would be delivered, it is more important than ever before that all old and new residents feel at home and be able to use language effectively to access services and amenities for a healthy and safe lifestyle. Inseparably, learner agency, and how seriously one develops it, shall play a vital role when one strives to sustain power. As it was discussed earlier in this ARR, the quickly evolving demographics of the city and the needs of its people stand in need of power adventures as global citizens of the world.

The ESL program that's currently being delivered at NorQuest College aims to address language exchanges within the community, maybe theoretically, but I feel that the course design does not go far enough to trigger independence, confidence, agency, and power that one has the right to enjoy on a more hands-on stage. The textbook (NorQuest College, 2016a), for example, gives various opportunities to practise language in class but there are no provisions to perform in the real world. I would add field trips, or simulations at real venues with permission where learners can hold substantive conversations and understand how language functions in authenticity.

Motivation and Identity. Current self-concept, and how one wishes to be, determine one's identity (Dornyei, 2009, p. 19). If one can see where one can be, they are more likely to achieve that state of ideal self and behave in a certain way (p. 19). For them to be able to visualize a plausible plan, they must have relevant and useful tools. A curriculum and a method of instruction that are specific, authentic, and competent enough to take learners closer to

achieving their targets of an ideal self shall be triggers that can incite a motivational reaction on their part (p. 19). The extent to which that plan is realistic depends on the role that power and agency factors (discussed before) play in one's life, again some of which are dependent upon an individual's craving of them and some on one's approach to them.

It can be hard to come to a new country and adjust among new people, on top of the loss and pain of memories and assets left behind. Things get harder when language is a barrier. Not to mention the cultural and weather shocks. All of these are very relevant to experiences of refugees and immigrants who come to Edmonton. These can take a toll on one's morale and one could feel hopelessness and loss of identity— they may question who they are, and how unionized and important they would ever be in the new place that might still feel strange.

NorQuest College's ESL program does not claim to help its learners develop cultural pride for their roots, nor does one of its courses being discussed here (NorQuest College, 2016a; NorQuest College, 2022) sets it in its aims. Evidently, there's a huge need to support individuals to regain their self-esteem and get confidence in living and raising their families in their new home. There are few opportunities to discuss one's past and history, and the rich culture that has made them who they are. Stories need to be told and when they do so, a curriculum design that affords them to do so and lets them realize that their stories and existence matter, are crucial in determining the success of these individuals as learners in the program and beyond their classrooms. I would also help by creating a positive and enriching learning environment for learners so they can use that motivation and imagine themselves thriving in their desired worlds.

General or Specific Purposes. The college's program outlines expectations of the program well and mentions what all is included in ESL Intensive (NorQuest College, 2022, ***). It aims to prepare students in general English and English for academic and general purposes which I think is a good mix of required skills that could be learned to gain more knowledge and language and interact better in one's chosen fields.

Digital Literacy. The way the program is currently being delivered provides easy access to all. In addition, it strives to include computer instruction for learners which is an absolute need of the hour (NorQuest College, 2022). This shall help them maneuver in various walks of everyday life with ease and will help them keep pace with the fast-digitizing world. Although a more multimodal approach of instruction can be used in its courses, this is a reasonable starting point. I will include some other suggestions on compiling multimodalities ahead in this ARR.

C. Overview of "In Our Evolving Community: A Collaborative and Empowering Approach to Learning English"

I have decided to call the course that I'm proposing in this ARR "In Our Evolving Community: A Collaborative and Empowering Approach to Learning English." There are many reasons as to why I chose this title. Firstly, I believe that communities grow constantly and what appears to be a quiet, same-old town might not be so. There is always an influx or a retreat of people, and those who stay for a very long time or even permanently have small and big changes happening in their life resulting in inevitable turnarounds in the way they live, earn, or spend. Secondly, as their personal roles evolve, the professional ones get a facelift as well. People often turn to upgrading their education to match their exigencies. Next, in my opinion, this development of new knowledge must come in ways that provide ample opportunities to collaborate among peers as well as within their own and related fields of discipline. Hard invested resources like time and money will only prove fruitful if one feels empowerment or independence of some subjective sort on the completion of an educational endeavour. All in all, I have tried to incorporate and deliver on the ideas of power, identity, and sociocultural theory as discussed afore in Section B's 'Personal beliefs and assumptions about English Language Teaching (ELT), and alignment of the same with those of the institution/program.'

1. The Course Structure

"In Our Evolving Community: A Collaborative and Empowering Approach to Learning English" will have eight modules and can be taught over a period of eight weeks. Each week, the course would run for a total of four contact hours with two sessions of two hours each on two days per week. This shall help adult learners to fit it in with their responsibilities outside school. The first session each week will include introduction to the topic of the module along with knowledge creation prompts. The second session on the module shall provide more opportunities to the learners to perform (multimodal activities) and review, and help teachers track their progress.

2. The Course Purpose and its Alignment with the Curriculum Context

The main purpose of this course will be to substitute the current course "In the Community: An Intermediate Integrated Skills Textbook" taught in the ESL Extensive program at NorQuest College. The new course being proposed would better fit the curriculum context discussed above in Section B of Part I. Besides achieving the language and non-language aims the current course outlines, "In Our Evolving Community: A Collaborative and Empowering Approach to Learning English" would be more current, be more relevant, better suit the present immigrant and refugee situation in Edmonton, allow for creativity on part of the teacher, provide for greater autonomy of its learners, not be rigid and can be adjusted to fit the 'evolving' surroundings, and be geared toward helping learners feel more empowered and confident when interacting with the world around them.

It would also strive to make the overall approach to curriculum and teaching driven by Process, in addition to the Praxis/Critical pedagogical and the traditional one the current course already addresses. Those that view curriculum as a process, set their beliefs deep in philosophies like "constructivism" which propounds that one creates and constructs new knowledge and repertoire and this builds on the interpretations of the surroundings and those of self-

recognition one's held previously (Richards, 2017, p. 9). Another one is "progressivism" which views education to be a tool that sculpts a learner's "psychological, physical, and social" advancement through learner-centered, creative, and authentic instructional methods (p. 9).

I could not fail to mention another theory which is by linguist Michael Halliday about language and its development that I believe is highly relevant to my beliefs and foundations of the course that I'm proposing. Systemic Functional Linguistics (SFL) theory of language stresses that language learning occurs within situational and cultural contexts (Steiner, 1997, p. 18), and a learner's interpretation of a context, their world view, shall drive their choices to create meaning and construct knowledge (Wells, 1999, p. 9).

3. The Target Learner Group and their Purpose to take the Course

The course has been designed for adult learners and are usually newcomers or landed immigrants in Canada who wish to pick up the language to interact better in their everyday lives including their roles at home, at work, at school, with their children and in the community, and/or take their citizenship exam and become Canadian citizens. This target learner population of the new course is the same as that of the current course at ESL Intensive program which the former plans to substitute. However, the new course is particularly aimed to facilitate learners at CLB (Centre for Canadian Language Benchmarks, 2012) English language proficiency levels 5 and 6. It is expected that most of the students who will enroll in the course shall be from Ukraine, India, and Somalia. Many learners would be those with family/children and/or those looking to work in Canada. These could be the main reasons why they would want to take the course. Some would be looking to finish their post-secondary education, hence would require knowledge of the language medium, i.e., English.

4. Language and Non-Language Needs of Learners in the Proposed Course

The course will endeavour to meet the following language needs of its students:

- -development of working knowledge in general English,
- -advancement in effective use of macro skills (Listening, Speaking, Reading, and Writing) of the language in all discourse,
- -increment in the perception and expression of familiar and unfamiliar spoken and written English, formal or informal,
- -increment in confidence while using the language, and
- -progression in constructive and comfortable usage of digital platforms with required knowledge of the language.

The course will endeavour to meet the following <u>non-language</u> needs of its students: -realization of power and agency one possesses owing to life experiences, social interactions, intentions, and effortful behavior,

- -inspiration to develop one's own ideal identity and personality,
- -motivation and hopefulness to achieve toward one's life goals,
- -recognition of pride in one's own culture as well as that of respect toward others,' and,
- -awareness and literacy in use of digital devices and media.

5. The Role of Technology & Other Multimodal Skills in the Course

Learners will be able to enjoy plenty of opportunities to use and learn via technology, as well as exploit other modalities to gain knowledge. The course strives to present the content in an engaging, fun, and fruitful manner and at the same time open doors for learners to respond creatively and informedly. Learners can get motivated as they would feel about themselves as highly capable language users who are more accountable and critically aware when using social media and other digital platforms (Reinhardt & Thorne, 2019, p. 217, 219).

- -The course could be delivered both in-person and online. Interactive tools like videos, audios, response recorders and playbacks, and definitions will be attached to the digital resource book for the course. Navigation strategies will be worked out.
- -Whether in-person or online, a learner will be able to share comments and questions on forums that can be accessed throughout the course.
- -In the language lab at campus, students will have access to computers. Any challenges in proficient use of technology can be met by modeling or using overhead projectors.
- -For those studying remotely and unable to access a computer, devices could be lent conditionally— the institution has the policy in place already.
- -Prompts in the course will address both language and non-language learner needs identified above which curriculum endeavours to meet.
- -Learners will be able to practise language on field trips, through actual opportunities, and via simulated events.
- -They will observe the language and its elements through carefully selected or levelappropriate student-picked texts.
- -Presentations and other activities shall help learners integrate and recycle the knowledge by production and sharing of the language.
- 'Show and tell' will happen each week where they can bring an object from a memorable event or one that has a personal or cultural significance to them to share their feelings about its relevance in their life with the rest of the class.

D. Organizing Strands (Macro- & Micro-), Guiding Principles & Course Aims and Objectives

According to Richards (2017), the macro- and micro-level strands play a vital role in organization of a course (p. 164). The macro strands are the bigger units or skills in a course that it plans to address, or the teaching approaches it plans to deliver through, and the micro strands

are the smaller, more functional entities that would need to practise to master those bigger strands.

1. Course Organizational Shape; Macro- and Micro-Strands

Macro-Strands. The course being proposed is an intermediate proficiency level course, CLB 5 and 6, and the syllabus framework is of text-based and task-based types (Richards, 2017, p. 161, 164, 173, 176). Task-based instruction (TBI) or teaching, with focus on meaning and communicative strategies, comprises two kinds of tasks—pedagogical, the classroom tasks that one needs to practise the language, and real-world, the authentic ones which resemble language functions happening outside (pp. 173-174). The other approach that the course will equally rely upon is text-based which aims attention at carefully chosen content per learner proficiency and interest, i.e., text, that keeps learners engaged and affords them to make meaning and participate in a variety of social settings without having them to cram lexicogrammar in isolation (Mumba & Mkandawire, 2019, pp. 123-124; Richards, 2017, p. 176, 177). The course has been planned in terms of Listening, Reading, Speaking, and Writing Skills, as well as some technical (digital literacy) and affective (power, agency, identity, and motivation) markings.

Micro-Strands. The following micro-strands have been included in the adapted Scope & Sequence (Appendix C) to match course Aims & Objectives and guiding principles of the new design. These supporting units (Richards, 2017, p. 164) would help learners achieve the macro-skills listed prior. It should be mentioned here that almost all the activities are supplemented with opportunities to create knowledge on digital devices as well as to develop critical literacy for using those.

i. Introduction to the Topic: to be achieved by class discussion of the key ideas in the chapter on which the module rests. This strand would invite learners to share the previous knowledge they have about the topic and what is that they aim to take home after the chapter

has been delivered. It is also here that a text is introduced to them which they either listen to or watch or both, i.e., they internalize it.

- *ii. Focus on Listening*: to be achieved through activities that would usually have individuals demonstrate all the language skills (L, R, S, W) but the focus will be to develop their listening capabilities. Activities that call for noticing, predicting, recognizing, finding evidence, as well as understanding, have been included here.
- iii. Focus on Reading: to be achieved via activities that afford learners to demonstrateand grow their comprehension, vocabulary, comparing, and proofreading skills among others.All language skills shall be used but focus would be on reading.
- *iv. Focus on Speaking*: to be achieved by encouraging learners to discuss out loud in class with their peers and teachers, advance awareness of the discourse, understand various contexts, plan their words, practise grammar, and adjust their tone per situations. Focus shall be on producing clear, audible, and meaningful spoken English.
- v. Focus on Writing: to be achieved through tasks that guide students on paraphrasing, spelling, punctuation, use of figures of speech, writing emails, jotting notes, etc. Higher level language production skills would be used here with focus on writing.
- vi. Reviewing and Recycling: to be achieved by putting all skills gained in the chapter to use once again so that the ideas captured get consolidated and extended beyond the classroom for learners.
- vii. Chapter Vocabulary List: to be achieved by keeping the original list as is or updating it to align with the text.
- *viii. Photo Attributions:* to be achieved by keeping the original list of acknowledgements or editing it to cite any new sources used.

ix. Multimodal Project: to be achieved by implementing the projects designed for the course by making use of different language skills and supporting technology and tasks.

2. The Course Rationale

"In Our Evolving Community: A Collaborative and Empowering Approach to Learning English" course, has been designed for adult learners operating at CLB English levels 5 and 6, mainly newcomers or landed immigrants in Edmonton/Canada, who wish to pick up the language to interact better in their everyday lives through effective communication at home, at work, at school, with their children, and in the community. Learners can use the language skills gained to take their citizenship exam and become Canadian citizens or finish their post-secondary education. The course seeks to also develop learner agency through realization of one's power and identity, and trust in one's roots and culture. Finally, it will be its direction to facilitate learners in smoothly maneuvering the technology.

3. Personal Approach to English Language Teaching

My approach to teaching is influenced by philosophies like "constructivism" which display that one creates and constructs new knowledge and repertoire and this builds on the interpretations of the surroundings and those of self-recognition one's held previously (Richards, 2017, p. 9). Another one is "progressivism" which allows me to view education to be a tool that sculpts a learner's "psychological, physical, and social" advancement through learner-centered, creative, and authentic instructional methods (p. 9).

"Social reconstructionism," in my opinion, is the absolute aim of most adult education, directly or indirectly, which endorses addressing inequality and social injustice (Richards, 2017, p.9). This is particularly true for the suppressed and the oppressed around the globe.

Through my course design, I have underscored the theory of "cultural pluralism" whereby all learners, newcomers, or individuals representing minority groups feel proud of their

own culture in addition to respecting that of the others or the dominant ones in that area (Richards, 2017, p. 9). Consequently, self-esteem is raised, racism is checked, fraternity is spread, and equality and fairness start taking shape.

Linguist Michael Halliday's theory about language and its development that I believe is highly relevant to my beliefs and foundations of the course that I'm proposing. Systemic Functional Linguistics (SFL) theory of language stresses that language learning occurs within situational and cultural contexts (Steiner, 1997, p. 18), and a learner's interpretation of a context, their world view, shall drive their choices to create meaning and construct knowledge (Wells, 1999, p. 9).

"Spiritual Transcendence," as themed by Ralph L. Piedmont (1999), is the readiness of an individual to internalize life and factors from a bigger and unprejudiced perspective outside of one's physical space and time (p. 988). This is a type of relationship that humans can discover for a more holistic and meaningful life and connect with nature as well as with their own deep self. Spiritual Transcendence not only has the power to intrinsically motivate one, but it also enables them to look beyond just themselves and achieve for a larger, unanimous good (p. 988). Therefore, I hold the idea that as we gain knowledge, we strive to achieve various ideals in life, and once that time-bound intent has been accomplished, the next stage is where we long to find transcendence within ourselves.

I also wish to recall the already discussed views in Section B, under "Personal beliefs and assumptions about English Language Teaching (ELT)...." about power, personal agency (self-organization and transformation) (Prevedel, 2003, p. 12), motivation, and identity which I consider play vital roles in determining the success of an individual when trying to overcome challenges in life.

When one gets educated and aware, they can envision themselves growing emotionally, socially, financially, as well as spiritually robust.

4. The Contextual Factors and Learner Needs

Kindly refer to Section C of this ARR where contextual factors and learner needs for the proposed course have been elaborated on.

5. Course Aims & Objectives

The following are the three guiding aims and objectives which strive to bring out "...important and realizable changes..." (Richards, 2027, p.142) in the learners upon successful completion of the proposed course.

Aim 1: <u>Proficiency Aim:</u> By the end of the course, students will be able to talk about one of their life or professional goals using clear and coherent English.

Objectives: To achieve this aim, throughout the course learners will...

- i. actively *respond* to talking prompts in class,
- ii. plan before presenting a written or spoken language piece, and
- *iii.* share their work in class to receive feedback from peers and the teacher.

Aim 2: Cognitive Aim: By the end of the course, students will be more familiar with and learn more in English about the cultures their immediate peers come from.

Objectives: To achieve this aim, throughout the course learners will...

- *i. name* the different cultures and countries their peers come from,
- ii. discuss fascinating facts they discovered about various cultures, and,
- iii. educate someone outside of the class about at least one culture other than their own.

Aim 3: <u>Affective Aim:</u> By the end of the course, students will be able to appreciate and discuss the special talents/qualities in them using English.

Objectives: To achieve this aim, throughout the course learners will...

- *i. identify* at least five qualities of theirs or something they are good at,
- ii. reflect on how those qualities benefit them and the people around them,and
- *iii.* showcase the same and put them to use regularly in class.

Alignment to the above course Aims & Objectives is evident in the section Course Design at a Glance ahead, as well as in Adapted Scope & Sequence (Appendix C).

E. Course Materials

The following section analyzes a coursebook that is currently used at the ESL Intensive program. Two chapters were chosen, and material analysis has been performed on them in addition to adaptation details discussed underneath. The Materials Analysis Tool or MAT that breaks down the course material for analysis has been linked as Appendix A in this ARR.

1. The Coursebook Being Adapted

The coursebook that's been adapted is named "In the Community: An Intermediate Integrated Skills Textbook" (NorQuest College, 2016a). It was published in the year 2016 by the Faculty of Foundational, Career, and Intercultural Studies at NorQuest College which is a public college in the city of Edmonton, Alberta. It was also its author. It is the only textbook in its series and there are no further volumes published.

The coursebook is intended for adult newcomers in the area or those who want to develop general English. The book is aimed at CLB English proficiency levels 5 and 6. The content of the book is geared toward sharpening language use skills on popular community topics, the activities present opportunities for the development of the many "Essential Skills: Reading text, document use, writing, oral communication, thinking skills, working with others,

and computer use" (NorQuest College, 2016b, p. 1). The coursebook is not a self-study course and must be facilitated by an instructor (p. 1). Although the aim of the book is to help learners develop language at two CLB levels, the completion of the coursebook does not mean that the levels have been mastered.

The coursebook does deliver well on many of its aspects and claims. Firstly, the subject of the book is popular yet important. Secondly, the chapters introduce conversations among a group where the members take learners on different journeys to experience language functions like responding, requesting, permitting, apologizing, clarifying, giving opinions, filtering, and so on (NorQuest College, 2016a, p. 3). Next, the language needs of the students that the course seems to meet are improvement of pronunciation and grammar, expansion of vocabulary and some idiomatic language, understanding of the meaning and inferring, and other basic listening, speaking, reading, and writing skills.

2. Reasons for Adaptation

There are many reasons why the current coursebook can use some upgrading. Most of the reasons originate from the hidden and null curriculum addressed in the MAT (Appendix A).

-First and foremost, the book was written six years ago and much has changed since. The COVID-19 pandemic and the recent war in Ukraine have added to the need to adapt in the most urgent manner. These events have changed the way we live and perceive the world around us.

-Secondly, factors resulting in quickly changing demographics and priorities of people in Edmonton must be considered to make content timelier and more relevant. Content that builds upon and celebrates diversity needs to be added. In addition to incorporating ways of doing in the western lifestyle, those of the fellow Canadians should be staged as well. There is a need to develop learner agency by affording them to realize one's power and identity and trust one's roots and culture.

-So that the course materials represent the true population fabric of Edmonton, the visuals in the course could include some common cultural symbols like diverse clothing—head gears (hats, turbans, hijabs), cultural dresses or jewelry, etc. This is important so learners can take inspiration in developing one's own ideal identity and personality.

-Next, there are prompts in the e-book to navigate it and follow the hyperlinks, but this is the farthest it goes to introduce and exploit digital resources. There is a clear lack of incorporation of technology into the course design. The course does not provide any opportunities to learners to develop digital literacy and critical awareness when handling technology including social media and devices. Affordances to practise the language digitally are few. Learners could benefit from getting taught how to analyze different texts for appropriation (other than the default one) or develop critical awareness and knowledge on e-messaging, e-posting, and emailing, crucial today.

-Learners have not been encouraged to take risks, construct their own knowledge, and decide for themselves the appropriate use of English which would also show some individuality. The texts are very prescriptive, and a one-size-fits-all approach is being upheld. Activities that support learner independence and autonomy will help increase learner confidence. More openended prompts can be added that encourage language production at a greater level.

-Although many chapters incorporate authentic conversations, particularly profane content, and language to varying degrees could make some learners very uncomfortable, for personal, cultural, and spiritual reasons. Therefore, care must be taken when planning sensitive content that might trigger negative responses in learners.

-Finally, the portrayal of characters through their roles and dialogues, as well as their stories, could be made such that it does not serve biases or concrete any discriminatory and stereotypical ideologies.

F. Course Projects

Based on the description of the course that's been adapted, the learner needs, the MAT (Appendix A) and the course aims & objectives to be delivered in the new course, the following are the two course projects related to the chapters analyzed. Both are to be facilitated by the concerned teacher.

Project 1 (Related to Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016a, p. 21))

Project name: Language Observation and Production Log

Macro language skills in use: Listening, Writing, and Speaking

Language skills and resources that the project aims to address and make use of: Keen observation, authentic texts, collection of interesting language, new vocabulary, learner independence and exploration, engagement, class participation, sentence structuring, building confidence, use of technology and critical awareness while using the same, and practising speaking in context.

Hidden/null curriculum (as identified in the MAT) addressed: inclusion of diverse conversations, text from real situations, language functioning extending outside of the class, risk taking and operating outside of one's comfort zone, autonomy, digital literacy (Reinhardt & Thorne, 2019, pp. 221-222, 229), and ample opportunities for observation, reflection, and language production.

Bloom's taxonomy levels addressed (McNulty, 2022): Remembering, understanding, applying, and creating

Project instructions for students: This project will allow you to observe what people say and record the bits you find interesting or new. You can choose to type the words that you heard in your phone or write it somewhere, so you don't forget what they said. A template with two examples has been attached. Add your next entry underneath. Have fun!

Project instructions for teachers: Copies could be made of this template and further rows added. You can customize the template to fit your students' needs. Discuss the project with students so they understand what is expected. Discuss why it is important to observe, and how this activity can help them develop English. If they have access to a mobile device, encourage them to record the language by typing only. You may have to discuss that they can't use a voice or video recorder and why and where it may be inappropriate to do so. This can be an ice-breaker activity for each class and students can be encouraged to have at-least two entries per week. If they don't understand the meaning of a phrase or aren't sure what the phrase looks like in writing, help them research on a computer for spelling and meaning. They can choose to discuss any one entry of their choice with the class, and what the situation was. When they do so, give them any relevant, constructive feedback on constructing meaningful sentences and using clear speech. The logs can be added to their course binder.

Language Observation and Production Log of (your name)				
Situation, date, place	Language they used that I found interesting	What is the key phrase?	What does it mean? (Research if need be)	Did I use it? What did I say? (Discuss with your teacher and peers)
1. Maria and Raam were chatting on April 10th, 2022, at McDonalds	Maria said: "I can't wait to have a tea party in my garden next month!"	Tea party	When any number of people gather to have tea together	Yes. I said to Lujine: "Hey, will you come to my tea party tomorrow?"
2. Two women were talking on the bus on April 12th	One said: "I'm going to go bonkers if I am not able to get a good night's sleep this weekend."	Bonkers	To go crazy and sometimes mad	Yes. I said to my son: "You have gone all bonkers today with your sister over that pack of cookies."
3.				

4.		

Project 2 (Related to Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016a, p. 233))

Project name: Now I know More Cultures in Canada

Macro language skills in use: Reading, Writing, and Speaking

Language skills and resources that the project aims to address and make use of: Keen observation, authentic texts, collection of interesting language, new vocabulary, learner independence and exploration, engagement, class participation, research, sentence structuring, building confidence, use of technology and critical awareness while using the same, and practising speaking in context.

Hidden/null curriculum (as identified in the MAT) addressed: inclusion of and appreciation toward diverse cultures, healthy relationship building/collaboration among peers (Richards, 2017, p. 260), team and group work dynamics, learner autonomy and independence, and development of critical awareness and knowledge (Reinhardt & Thorne, 2019, pp. 221-222, 229).

Bloom's taxonomy levels addressed (McNulty, 2022): Understanding, analyzing, evaluating, and creating

Project instructions for students: This project will give you opportunities to learn about the cultures of your peers. Your teacher has chosen books on the culture of each one of you. You work in pairs. You are free to pick a book on the culture of your choice which is different from that of your own and your partner's. In the first table you can add words or phrases that seem new, challenging, or interesting to you. Based on the context of the book/unit you're reading, briefly give their meanings— you may search online, use a dictionary, or ask your teacher or peers. Two examples have been done for you. For the next part of the project, predictions, you will read the book assigned and find one other video source online— your

teacher will help you. In at least three sentences, answer each question in writing and then share your findings with your class. Have fun!

Project instructions for teachers: Copies could be made of this template and further rows added. You can customize the template to fit your students' needs. Discuss the project with students so they understand what is expected. Discuss why it is important to know and predict, and how this activity can help them develop English. Find books from the library or on the internet that are level appropriate and depict the culture of each student in your class. Follow instructions for students for other details on the project. In addition, help them search online for videos as the second resource to the one you provide. Talk to them about choosing relevant videos online, online safety, and how not to get into content which may be sensitive for when they share their findings with their peers. Help them create meaningful and well-structured sentences. You have all the opportunities to talk about grammar, punctuation, spelling and sentence structuring. Encourage them to present their findings to the class in a clear and audible voice and to appreciate their peers' work when they do so.

Te Member 1:	eam:	(pick a name for yo Member 2:		a name for you	r pair) _ (your names)
The culture we chose is:					
Vocabulary	Meaning	Vocabulary	Meaning	Vocabulary	Meaning
1. 'Saag'	A dish people in Punjab make	2. 'Kirpaan'	A small sword people who decide to get baptized wear	3.	
4.		5.		6.	
7.		8.		9.	

- Q.1. What do the images in the book show? What does the video show?
- Q. 2. Which part of the world did this culture originate or where is it mainly practised?
- Q. 3. What do people do to express happiness or celebrate a joyous occasion?
- Q. 4. What is people's cultural wear?
- Q. 5. What are the most popular foods in the culture?
- Q. 6. What did you like the most about this culture?

G. Course Design at a Glance

The original Scope & Sequence of the coursebook that's being adapted is linked to this ARR as Appendix B. Appendix C shows the adapted Scope & Sequence in alignment with the previously discussed Aims & Objectives and curriculum contexts. As it was mentioned earlier in this report that there are many changes that have recently changed language and non-language needs of the people of Edmonton besides other major lifestyle changes, this Course Design at a Glance section (and Appendix C) thus aims to address the former. The course sections have been arranged in a manner which follows the natural intention of humans to experience language. Therefore, after the topic has been introduced well and learners can envision what they wish to take away from a particular topic/chapter, focus grows from Listening, to Reading, to Speaking, and then to Writing. Reviewing and recycling activities have been thoughtfully placed toward the end so learners can consolidate the information learned and skills gained. Chapter Vocabulary List and Photo Attributions have been kept as is from the original Scope & Sequence as these are beneficial to the design of the course. Adding multimodal projects at the end was crucial since this would not only help learners put all language skills learned in the chapter to use but also teach them how to research information, work in collaboration, make decisions, and use the language with greater independence and confidence. It has been made sure that the design provides ample opportunities for learners to know how to use technology and develop required critical awareness for the same. The content and activities chosen shall promote learner association with the rest of the Canadians and raise self-esteem. Individuals would be able to realize their importance and that of the cultures they belong to. This is aimed at creating power

and identity within social interactions that happen in one's life all the time. At the end of the course, learners would have developed a greater understanding and practice of using language more effectively besides evolving one's social and spiritual personality.

II. Caveats & Conclusions

Timeline has been the most limiting factor as it is an amazingly tedious task to adapt sections of any course. Although this ARR presents adaptations to only two chapters of the current coursebook, as was required, even those couldn't be adapted fully due to their enormous size. The new course design has aimed to address every major area of the current coursebook that required the most upgrading, however, some exercises could still not be altered. It was also needed that the audio and video texts be adapted to fit the learner population better (some content would be too sensitive for some learners, for example) but this was outside the scope of this report. It is hoped that the transformations would make sense to teachers and researchers as exemplary tools. Every effort has been made to provide clear and concise reasons and literature to back the goals and claims of this report. When it comes to implementation of the new design, a lot has been left at teachers' own discretion to adapt further per the needs of their students and destinations of language use.

Under the guidance of the course instructor Gwendolyn Klassen, and with helpful insights from course peers, it was a pleasure to have been on this adventure, which was partly familiar and partly unknown (the latter being more beautiful). From reading immensely valuable literature to researching the most current teaching and curriculum scenarios and designs, tasks in every module of the course presented opportunities for rich learning and growing skills that are sure to be transferred professionally. I feel more informed, confident, and resourceful to analyze curriculums and prescribed syllabi to align with my philosophies of teaching, cater to the needs of the learners and carefully circumscribe the vision of the concerned institutions. I believe in quality instruction, trust the potential of my students, and place faith in my intentions to support them on their journeys of discovering their abilities.

The report took readers on an exploration of philosophies, theories, curriculum designs and course examples for when designing and adapting a course. Owing to the extensive nature of the field of curriculum design, many details could have gone strayed. The report does not

claim to have presented an all-inclusive guide and example; therefore, it is suggested that it should be taken as an attempt in progress to build a perpetual account of adapting past resources.

My future goals in the field will be trying to become a part of a real curriculum analysis and design team and to author an ESL learning resource. The voices that would influence the course design must come from real teachers and real students, bottom to top, so we can create something for those who would be the real consumers.

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IV. Appendices

Appendix A: Materials Analysis Tool (MAT)

Analysis of <u>In the Community: An Intermediate Integrated Skills Textbook</u> (2016) Chapters [1 & 5]

Analysis Questions (adapted from Graves, 2000, p. 202)	Next to each set of questions, list 3-4 insights based on your analyses of two Units, support your insights with examples and page numbers.
 Who & What are depicted in the visuals (pictures, drawings, infographics) or audio recordings? Do they favour any particular gender, class, race, culture? Who does the text portray with respect to gender, culture, socio-economic background, family make-up, ethnicity? How are native speakers & L2 English users portrayed in the texts (spoken & written) or images? Are they portrayed in positions of power or subservience? Are there any favourable L2 user role models? 	 Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58) In the opening video (NorQuest College, 2016, p. 9), a brown male named Roshan, and his white boss, an older male, can be seen chatting at a coffee place. More conversations happen between Roshan and people named Kerry, Nick, Gilles, Claire, and Leela (Roshan's mother). Other infographics show a map (p. 14), phone chat messages (p. 15, 22), an email from Roshan's dad (p. 16), and an audio recording (p. 25). No single gender or race has been favoured; there seems to be a good mix of genders, skin colours, and accents (video on p. 9). The names of the characters have been carefully chosen to depict a wide section of the society (p. 4). A white male and a white female, who sound like native English speakers, have been shown in the position of power (ownership or managerial roles) (video on p. 9). One of the actors who is brown seems to be native English speaker, while his parents who look of Indian origin sound

like L2 English speakers (image and audio on p. 28). Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280) • Use of some crude language such as—"She's drop-dead gorgeous. Smoking hot" (NorQuest College, 2016, video at 1:25 minutes, p. 226), and "And you can't tell Claire you didn't know she had a sexy daughter..." (video at 2:33 minutes, p. 226) toward a character's daughter. Claire, a mom, whose daughter is the subject of the conversation, states her opinion on the situation by saving-"Arti is so confident and very intelligent. Women have been fighting to be recognized for their minds, not their bodies. Now people are looking at her beauty, not her brains! For goodness sake!" (video at 3:10 minutes, p. 226). Two males are in the lead role who have been chosen to comment on a young female's body (video, p. 226). Chapter 1: Reception, Respect, and Relationships (NorQuest How are **topics** treated? • Are they a basis for learning language-specific elements College, 2016, pp. 7-58) (vocabulary, functions, grammar) or do they encourage learners to explore their own experiences? Although there are activities that have open-ended or • Do they promote a single view, or do they represent a phrase-requiring prompts, most are objective type or multiplicity of views? Do they invite learners to share their multiple-choice questions. For example (NorQuest College, views? 2016, p. 29),

Strategy 2: Recognizing Word Families

Many words belong to groups called word families. For example, speak, speaker, spoke, and unspoken are related words; they are all in the same word family. By adding <u>suffixes</u> or <u>prefixes</u>, or changing the spelling slightly, words can play different grammatical roles.

- → To complete each sentence below, choose an adjective, adverb, noun, or verb from the word family.
 - Some students feel ____ calling their teacher by his or her first name.
 - a) awkward
 - b) awkwardly
 - c) awkwardness
 - The information shared presents opinionated views and there are few opportunities for learners to present their own. For example, in the following exercise, it is not asked what learners think of writing to someone but it straightaway gives authors' personal views (p. 29):

Writing

In our communities, many people write messages for other people more often than they write anything for themselves to read later. Roshan's mother wrote him a birthday card; his father wrote him an email. Roshan and his buddy Nick texted each other.

Good writers consider how their readers will interpret their style, including word choice, directness, formality, and tone. The stronger your writing skills are, the more <u>appropriate</u> your messages will be for each situation. The more <u>accurate</u> your spelling and grammar are, the more understandable your message will be for every reader.

• The following screenshot is an example of a closed-ended,

objective prompt which does not extend to discussion later (p. 38):
→ Put a checkmark ✓ next to all the phrases that are grammatically correct.
Pm wanting to thank you for the gift.
2. I'm grateful.
3. I'm being grateful.
4. You are being so wonderful.
5. I'm really liking the card you gave me.
6. I love the cookies you made for me.
7. I think you're wonderful.

Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280)

- The following activity encourages learners to explore their own experiences (NorQuest College, 2016, p. 227):
- Use a checkmark to show the kinds of relationships in which you are comfortable sharing the things and spaces that are listed.

I think these items or spaces can be touched or entered by	only me	people in a close personal relationship with me	some familiar people	anyone, including unfamiliar people
My cellphone				
My bag, purse, or wallet				
My pencil case				
My laptop				
My fridge				
My usual chair				
My bedroom				

• The following activity exposes learners to familiar or unfamiliar vocabulary, and invites them to make inferences (p. 236):

Vocabulary

Strategy 1: Inferring Meaning



When writers use idiomatic expressions or indirect descriptions, readers understand the true meaning by inferring, or guessing, using the context. Choose the best answer by inferring.

- 1. "There is no sugar-coating our experience" means that the
 - a) is recommending not going to Maskwa County
 - b) heard seriously sweet sounds
 - c) didn't have enough sugar in his coffee
 - d) disliked the band's performance
- In this chapter, the views expressed by the characters are fairly authentic. There are also activities that provide opportunities to learners to give their own views and reflect on the content texts.

What **language & skills** are taught and for what purpose(s)?

- Does the language used favour a view of gender, class, race, culture? Explain.
- Are the learners taught to use the language and skills to
 - o talk about themselves?
 - o inquire and gather information about others?
 - o solve problems?
 - o make decisions?

Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58)

- The language used by a white male depicts many informal terms as "you gotta be kidding me...," "what the heck...," etc. (NorQuest College, 2016, video on p. 9). He also seems to be a bit agitated. It appears that the portrayal hints toward most white, older males to be a little harsh spoken.
- Most of the language skills being practised are greatly based on grammar, sentence structure, accuracy, and vocabulary to answer questions about the scenarios discussed before the activities (p. 25):

Strategy 1: Recognizing Details

→ Choose True (T) or False (F) for each statement below. How do you know it is true or false? Be ready to discuss the reasons for your choices.

T	F	Gilles was expecting to meet Roshan at the coffee shop.
T	F	Gilles introduces Claire and Roshan to each other.
T	F	Roshan is familiar with folk music.
T	F	Roshan plays his guitar often.
T	F	Claire suggests that Roshan get involved with the folk festival.
T	F	Roshan agrees to volunteer for the folk festival.
T	F	Gilles is upset because Roshan mispronounces his name.
T	F	Roshan is uncomfortable calling Gilles by his first name.

• The following activity does ask students to inquire and gather information (p. 21):

SAMPLE	Language Observe	r Log	Name: Abo	li	
			Date: May	17, 2016	
Lesson word	Words or expressions with similar meanings	Where or hea	you read rd it	Who said it or who wrote it	
1. elders	1. older, wiser, people 2. leaders	On the TV news about First Nations		A young woman said she was learning the Cree language from her elders.	
2.					

Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280)

- The language used in the video, for example (NorQuest College, 2016, p. 226), is shown to be typical of males and the views expressed by a mom in the text sound worrisome and helpless.
- No particular race is favoured in the chapter.
- The following activity allows for discussion where learners can share their views/produce language (p. 241):

Discussion

NOTICE similarities and differences in public opinions given about musical performances.

FIND examples of positive and negative descriptions.

COMPARE your predictions about positive and negative comments with the compliments and criticisms of Jordan and the SpaceBook writers.

Did your predictions about formal and informal reviews match the readings?

DISCUSS how comfortable or uncomfortable you feel about expressing strong criticism to familiar and unfamiliar people.

Are there boundaries on public comments?

Should reviewers report what they admire but filter what they dislike?

Do the **tasks and activities** give the learners opportunities for

- reflection?
- problem-solving?
- decision making?
- problem-posing?
- taking action?

Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58)

• Activity that helps learners practice problem-solving (NorQuest College, 2016, p. 24):

Predictions

You will hear two conversations with Roshan. In the first conversation, he will speak face to face with a teacher and a new <u>acquaintance</u>. In the second conversation, he will speak with his mother by telephone.

- → Predict the answers to these questions before you listen:
 - Will all these people greet each other the same way?
 If not, who might use formal or informal ways of starting a conversation?
 - Will the speakers always understand each other?
 If not, how will they signal their confusion?
 - Activity that helps learners practice reflection (p. 30):

TALK about a time when someone expected you to be more formal or more informal.

How did you feel? How did you respond? Why?

TALK about a time when someone was more direct or more indirect than you expected.

How did you feel? How did you respond? Were you direct, or indirect? Formal or informal? Why?

TALK about using first names and titles.

Who do you feel comfortable using first names with? Who are you uncomfortable using first names with? Are you more comfortable with first names or with titles? Why?

• Activity that helps learners practice taking action (p. 40):

Again, there are different ways to complete your email: 1. At a computer, use your own email account to type the assignment. (Note: In the TO field, enter your teacher's email address, not the address of the person you are thanking.) 2. Print out the PDF email form from this textbook. Fill it in by 3. Draw your own form with TO, SUBJECT, and message boxes. Complete it by hand. Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280) • Activity that helps learners practice reflection and problemsolving (NorQuest College, 2016, p. 243):

Part C Rubric Review · Discuss how well your rubric worked. Was it fair? Were there qualities that you didn't include that would strengthen the rubric? Discuss whether the rubric helped clarify opinions and rate the performances. Did the categories encourage you to say exactly what you were thinking or did they cause you to hold back and filter your opinions? The following multiple-choice questions invite learners to make decisions (p. 245): 1. Scan the four emails in this exchange. Which statement is true? a) Roshan usually emails his mom in the morning. b) Roshan's mother usually responds immediately. c) Roshan emails several times a day. d) Roshan expects a reply in a day or so. 2. Choose the best answer. If Priya "has a lot on her plate," she is a) eating too much food b) doing a lot of cooking c) feeling too busy d) learning how to make new dishes There don't appear to be any activities that encourage students to pose problems or practise querying. Are the **texts** (both written & spoken) authentic or pedagogically Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58) prepared?

- Whose point of view do they represent?
- Are they presented as
 - examples of language to be learned?
 - o information to be learned?
 - o ideas to be discussed or challenged?

- There is a mix of texts and related activities. An example of a pedagogical activity is (NorQuest College, 2016, p. 43):
- → Listen to the questions as you read along below. Some of the tags have a correct, rising tone. Others have an incorrect flat or falling tone. Use a checkmark ✓ to show the kind of tone you hear for each question.

Question	1	†	•
1. You tried to phone Claire, didn't you?			
2. We've met before, haven't we?			
3. You like folk music, don't you?			
4. Your parents don't camp, do they?			

An example of an authentic task is a role play activity which requires one student to be Roshan and another one to be Claire, and the following setting needs to be enacted (p. 45): "While Claire is sitting and drinking coffee in a café, Roshan walks up and starts the conversation."

Requirements for Roshan:

- 1. Greet Claire and remind her who you are and how you met.
- 2. Tell her the topic you are curious about.
- Use tag questions to confirm facts about Bear Bottom Campground that are shown in the photographs.
- 4. Ask at least 10 questions.
- 5. Close the conversation and walk away.

Requirements for Claire:

- 1. Respond to Roshan's greeting.
- Answer his tag questions with "Yes" or "No" or another appropriate answer such as "Sometimes" or "Maybe."
- 3. Respond when Roshan closes the conversation.
- The activities quoted above represent the characters' points of view.
- These are presented as language to be learned, and do not ask students to share their own views or be creative when role playing.

Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016)

- The conversations happening in the texts are very west oriented and what might appear to be authentic to some in the situations portrayed, won't necessarily be true for someone who comes from or belongs to a non-western culture, or even religion.
- Some activities familiarize students with information to be learned (NorQuest College, 2016, p. 260):

We use adjectives before the noun they describe or following a verb that comes after the noun. Some adjectives work only as adjectives; others look exactly like the present or past participles of verbs. Here are some examples:

Excellent

There is excellent sound in the hall in Maskwa County. The sound in the hall is excellent.

Appealing

The appealing style of the bass player impressed Jordan. The bass player's style was appealing.

Unfiltered/Filtered

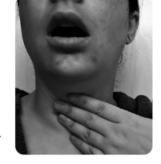
Ivan's unfiltered opinions bothered Oksana. Oksana wished that her husband's opinions were filtered.

Another example (p. 267): Pattern 1

Many regular base verbs end in a voiced sound. A voiced sound is

made with movement or vibration by your vocal chords. You should feel this vibration on correctly pronounced vowel sounds, such as the last sounds in TRY or SHOW. You should also feel it on some consonant sounds, such as the last sounds in SURPRISE, LEAN, or WONDER.

To master this -ed pronunciation, you don't need a teacher or a dictionary. Lay the palm of your hand against your throat. If the final sound in a regular base verb is voiced, the -ed suffix should sound like



/d/. This /d/ sound is also voiced. We see -ed but do not pronounce the letter "e."

• Some activities like this one is planned in a very closed-

ended way (p. 275):

- 3. At the beginning of this chapter, this set of circles illustrated boundaries for discussing certain topics. In which circle are you most comfortable receiving an opinion about your language learning?
- Are you comfortable having grades posted in public where unfamiliar strangers might see them?
- Do you prefer everyone in your class learning how everyone else is doing?
- Is a one-on-one conversation with your instructor or tutor the most comfortable?
- Would you rather read individual comments by yourself?



Are **digital literacies** implemented, if yes, how? (Reinhardt & Thorne, (2019)

- Are there opportunities for the learners to inquire, research, interact and/or present using English in authentic ways (pp. 214-215)?
- Are there opportunities for learners to develop critical awareness of the information they are gathering and whose view/agenda is represented (pp. 220-222)?

Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58)

- The e-textbook is interactive in nature with hyperlinks to videos, audios, and clickable content.
- An example of an authentic activity is (NorQuest College, 2016, p. 40):

	 → Write an email of five to seven sentences to thank someone you know for an ACTION she or he did that helped you or your family, friends, or community in some way. The helpful action might have been planned, or perhaps it just happened suddenly, such as in an emergency. There are opportunities for learners to learn how to navigate the e-textbook but there are none for them to develop critical awareness in the use of technology or of information. Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280) Other than the e-textbook being interactive in nature with hyperlinks to videos, audios, and clickable content, there are no other activities where students can use a computer or another technical device. There are no opportunities for learners to develop critical awareness when using technology and media platforms.
Summary of your Findings	Based on your above analysis, what aspects of an unspecified (hidden/null) curriculum have you identified. Don't be afraid to critique the materials critically. • hidden - what messages are implied but not explicitly stated? • null - what is needed but conspicuously missing?
What aspects of the unspecified (hidden/null) curriculum did you find in the Units?	Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58) • In this chapter, it can be interpreted that the characters that were in charge or in powerful positions were white.

- The way activities are designed, learners are warranted to not deviate from what's being asked of them to be done and from the story that the chapter is depicting. The expectation on how to go through the content feels too strict.
- Learners have not been encouraged to take risks, construct their own knowledge and decide for themselves the appropriate use of English which would also show some individuality. The texts are very prescriptive, and a one-sizefits-all approach is being upheld.
- Prompts for production of language by learners are too few.
- Ample practice of handling and using digital devices and media is missing.
- Common cultural symbols like diverse clothing—head gears (hats, turbans, hijabs), cultural dresses or jewelry, etc. can't be spotted anywhere.

Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280)

- Portrayal of a male using a bit of indecent language (smoking hot, drop-dead gorgeous, sexy, etc.) for a woman is able to feed many biases. On the one hand, it is mostly seen that comments like these in public are usually made by men. Conversely, if this act is considered to be one of freedom and a showcase of power of some sort, questions could be raised as to why a female wasn't given these dialogues in the visual text.
- Although the chapter is trying to incorporate authentic conversations, particularly profane content and language to varying degrees could make some learners very uncomfortable, for personal, cultural, and spiritual reasons.
- The content feels too tightly woven with few permissions to tread out of the topics and explore. Even for activities that ask learners to research a topic or share their views, the instructions seem to be very narrow and binding.
- There is a lack of tasks that allow learner autonomy and

- independence. The way the course is designed, students can't pick their own texts or customize an activity per their comfort. It would have to be at the teacher's discretion, but the instructions don't invite it.
- There is a clear lack of incorporation of technology into the course design. The only exposure to technology is navigation of the e-textbook. No language production activities support the same exploiting technical means.
- The topic of the chapter has a lot to do with opinions and their expression in/to public but there are no affordances to practise the same digitally, analyze different texts for appropriation (other than the default one), or develop critical awareness and knowledge on e-messaging, e-posting and emailing crucial today.

References:

Graves, K. (2000). Designing language courses: A guide for teachers. Heinle & Heinle.

NorQuest College. (2016). *In the community: An intermediate integrated skills textbook*. *In-the-Community-Jan2022.pdf* (bowvalleycollege.ca)

Appendix B: Original Scope & Sequence

In the Community: An Intermediate Integrated Skills Textbook (NorQuest College, 2016) Scope & Sequence

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Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58)

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Objectives

In this chapter, we will develop language functions to

- <u>recognize</u> how people change their <u>tone</u> and word choice to be formal or informal
- <u>compare</u> how and why different <u>generations</u> of people talk and write to each other
- <u>identify</u> reasons strangers and/or <u>familiar</u> people talk or write to each other
- look for patterns of formality and directness in greetings
- adjust how we speak and write for different listeners or readers.

You will build up your language skills in

- vocabulary through synonyms, word families, phrasal verbs, idioms, and texting abbreviations
- accuracy through grammar practice with stative verbs and tag questions
- fluency through writing and speaking tasks related to receiving communication and engaging respectfully in community relationships

Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280)

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Objectives

In this chapter, we will

- · recognize differences between personal and public conversations
- compare how people share or filter the same information with different people in different ways
- identify social conventions around sharing, filtering, or withholding information
- look for patterns among what people think, what they say, and what they withhold
- adjust which words we choose and how much detail we give to be appropriate in personal or public conversations.

You will build up your language skills in

- vocabulary through context clues, synonyms, cognates, or word families
- accuracy through grammar practice with adjectives and adverbs, and pronunciation of verb endings
- fluency through writing and speaking tasks related to description and comparisons.

Reference: NorQuest College. (2016). *In the community: An intermediate integrated skills textbook.*

Appendix C: Course Design at a Glance

Adapted Scope & Sequence of Chapters 1 & 5 from "In the Community: An Intermediate Integrated Skills Textbook" (2016)

Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58) Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280)

Aims & Objectives that the adapted Scope & Sequence strives to meet:

Aim 1:

Proficiency Aim: By the end of the course, students will be able to talk about one of their life or professional goals using clear and coherent English.

Objectives: To achieve this aim, throughout the course learners will...

- i. actively respond to talking prompts in class,
- ii. plan before presenting a written or spoken language piece, and
- iii. share their work in class to receive feedback from peers and the teacher.

Aim 2:

Cognitive Aim: By the end of the course, students will be more familiar with and learn more in English about the cultures their immediate peers come from.

Objectives: To achieve this aim, throughout the course learners will...

- *i.* name the different cultures and countries their peers come from,
- ii. discuss fascinating facts they discovered about various cultures using books and technology, and,
- iii. educate someone outside of the class about at least one culture other than their own.

Aim 3:

Affective Aim: By the end of the course, students will be able to appreciate and discuss the special talents/qualities in them using English.

Objectives: To achieve this aim, throughout the course learners will...

- i. identify at least five qualities of theirs or something they are good at,
- ii. reflect on how those qualities benefit them and the people around them, and

iii. showcase the same and put them to use regularly in class.

Key to the two tables below	Original Activities	Removed Activities	Added Activities	Original subskill or added subskill
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Ta	Table 1: Adapted Scope & Sequence of Chapter 1: Reception, Respect, and Relationships (NorQuest College, 2016, pp. 7-58)								
Aims & Objectives targeted	Introduction to the Topic	(Reading) Focus on Listening	(Listening) Focus on Reading	(Writing) Focus on Speaking	Speaking Focus on Writing	Wrap up Reviewing and Recycling	Multimodal Project		
1.i. 1.ii. 1.iii. 2.ii. 3.ii. 3.iii.	Let's discuss what these mean: -Reception -Respect -Relationships -Formal and informal ways of talking How do you greet people? Do you greet different people differently? Why? What do you want to be able to do after we study this chapter?	1. Predictions You will hear two conversations with Roshan Predict the answers to these questions before you listen: Will all these people greet each other the same way? If not, who might use formal or informal ways of starting a conversation? Will the speakers	1. Vocabulary Look at the table below. One word or phrase on the right does not have the same meaning as the word on the left. Choose that word or phrase Find the meanings by talking to your peers and teacher or researching online. Write them down. Discuss why you chose that answer.	1. Focus questions Use a checkmark to show the kinds of relationships in which you are comfortable sharing the things and spaces that are listed. Focus discussion Talk about the kinds of relationships in which you are comfortable sharing your personal matters, and why. Take time	1. Learn how to write jot notes from your teacher. Follow the email writing handout provided by your teacher. Write jot notes on rules of writing a good formal email and an informal email. Show your jot notes to your teacher to receive feedback.	Discuss with your partner: How do you think different levels of directness affect how people think about (perceive) others? How do you think different levels of formality make people feel when they communicate? How can adjusting our formality and directness help us communicate and understand each other? Think about your own communication	Project name: Language Observation and Production Log Instructions: This project will allow you to observe what people say, and record the bits you find interesting or new. You can choose to type the words that you heard in your phone or write it somewhere, so you don't forget what they said. A template with		

Watch this chapter's video It introduces the main characters who will appear in the next five chapters Notice how they adjust how they speak to different people in different ways.	always understand each other? If not, how will they signal their confusion? Record your predictions by either typing or printing.		to plan your answers.		style. How do you want people to think or feel about (perceive) you when you write and speak? What could you adjust to make your future conversations or messages more successful? Make reference notes of any important communication styles that you would want to use in your interactions later.	two examples has been attached. Add your next entry underneath. Have fun! (Refer to ARR, section F)
	2. Recognizing Word Families Many words belong to groups called word families By adding suffixes or prefixes, or changing the spelling slightly, words can play	2. Comprehensi on Read an email from Roshan's father. Look for two other greeting email examples online. Compare the three. Decide if each greeting below is for someone close or distant.	2. The greater our English language skills, the more we adjust, or change, the words we say and how we say them to different people. Skillful speakers are aware of relationships, status, or	2. Emails are a type of form . Improving your control of each part of an email is the focus of the next activity Look at the emails written by Roshan, one of the characters, and analyze : Did he write a clear subject? Did he follow standard	2. Field trips, or simulations at real venues with permission where you can hold substantive conversations and understand how language functions in authenticity. Ask your teacher for more details!	

different grammatics roles complete each sentence below- choose an adjective, adverb, noun or verb from the word family. Then discuss who an adjective, an adverb, a noun or a ver is, and say or sentence usir each of these to your peer. Listen to their sentences. Give each other feedback.	close to you, proofread before you send, and finally send it to them using your email address. t	power To prepare vocabulary for the next speaking activity, list as many nouns as you can to describe each photo. Then add adjectives to those nouns find pictures related to the topic on the internet. Ask your teacher for help. Try to describe the pictures using descriptive words (adjectives and adverbs) in a way that they paint a picture in someone's mind without even looking at them!	message format, including paragraphs and spacing? Did he match the greeting and closing to his relationship with his reader? Did he write a message with a clear purpose and some details about what happened and how he felt? Use your teacher's guidance to write one formal and one informal email in MS Word software. Do not send these emails out.		
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Note: "Chapter Vocabulary List" and "Photo Attributions" from the original Scope & Sequence (Appendix B) are being kept as is.

Та	Table 2: Adapted Scope & Sequence of Chapter 5: Opinions, Clarifying, and Filtering (NorQuest College, 2016, pp. 224-280)								
Aims & Objectives targeted	Introductio n Introductio n to the Topic	(Reading) Focus on Listening	(Listening) Focus on Reading	(Writing) Focus on Speaking	(Speaking) Focus on Writing	Wrap up Reviewing and Recycling	Multimodal Project		
1.i. 1.ii. 1.iii. 2.i. 2.ii. 3.ii. 3.iii.	Let's discuss what these mean: -Boundaries -Opinions - Clarificatio n -Filtering Are the direct or hidden rules universal around cultures? How? What do you want to be able to do after we study this chapter? Watch this chapter's	1. Listen to a conversation Listen again. Select True (T) or False (F) for each statement below How do you know if it is true or false? Be ready to discuss evidence to support your answers. What would you have done differently in this situation? Is this something that you often do? Why?	1. Read this article published by a music reviewer After you read Comprehension After you read, discuss with your peer, and answer the comprehension questions together	1You will review one character from this textbook. Choose the character that you have the strongest opinion about. Your opinion may be either positive or negative Introduce the purpose of your talk. Identify your chosen character by name Describe how this character behaved. Use at least five regular past tense verbs. Keep your speech in	1. After You Read Comprehension Strategy 1: Paraphrasing— Choose the best answer Paraphrasing— Write for each prompt in your own words use a dictionary to search for correct spelling and meaning. Ask your peers or teachers for help if you need it.	Discuss any patterns you see in how Canadians tend to express opinions. Discuss any patterns you see in how people around you tend to express opinions. What similarities and differences do you notice in how people from other countries tend to express opinions? Use a table/chart and pen down your findings. You can go online and search for videos to watch their ways of expressing. Ask your teacher to	Project name: Now I know More Cultures in Canada This project will give you opportunities to learn about the cultures of your peers. Your teacher has chosen books on the culture of each one of you. You work in pairs. You are free to pick a book on the culture of your choice which is different from that of your own and your partner's. In the first table you can add words or phrases that seem		

video. It takes place in Claire's office in the campgroun d	2. Test your	2.	simple past tense. This will also help you practise grammar. 2. Listen to this	2. Fill in the	guide you. 2. Show and	new, challenging, or interesting to you. Based on the context of the book/unit you're reading, briefly
	understandi ng of social conventions around filtering opinions by listening to a public conversation. Answer the questions below while you listen Choose the best answer Explain your answers to the following questions by writing in your own words	Vocabulary Strategy 1: Inferring Meaning- When writers use idiomatic expressions or indirect descriptions, readers understand the true meaning by inferring, or guessing, using the context. Choose the best answer by inferring	summary. As you listen, read out loud, shadowing the voice on the audio track, Listen to the audio track, listen to your teacher reading the transcript of the audio track, pick a character and read their dialogues from the transcript while trying to demonstrate original/proper tone in the situation. You can record yourself (and your peers, with permission) speak. Use the recording as a	blanks with combinations of descriptive words: adjectives and adverbs. The first one is an example 1. very tasty	tell' will happen each week where you can bring an object from a memorable event or one that has a personal or cultural significance to you to share your feelings about its relevance in your life with the rest of the class.	give their meanings— you may search online, use a dictionary, or ask your teacher or peers. Two examples have been done for you. For the next part of the project, predictions, you will read the book assigned and find one other video source online— your teacher will help you. In at least three sentences, answer each question in writing and then share your findings with your class. Have fun!

					progress check file. Fix any errors.			(Refer to ARR, section F)
Note: "Chapter Vocabulary List" and "Photo Attributions" from the original Scope & Sequence (Appendix B) are being kept as is.								t as is.

 $\label{lem:community:An intermediate integrated skills textbook.}$ Reference: NorQuest College. (2016). In the community: An intermediate integrated skills textbook.}