

Course
Community Life
ENG-B126-4

Literacy



“Literacy means far more than learning how to read and write...The aim is to transmit knowledge and promote social participation.”

UNESCO Institute for Education, Hamburg, Germany

Presentation of the Course *Community Life*

The goal of the course *Community Life* is to help adult literacy learners use oral and written discourse to function competently in real-life situations that involve participating in community life.

This course develops adult literacy learners' language proficiency by involving them in a variety of listening, speaking, reading and writing activities that help them to become involved in the life of the community.

By the end of the course, adult literacy learners will be able to understand and produce basic informative and expressive texts related to community life. They will become more familiar with and use a wider range of texts such as short, basic community newspaper briefs, short descriptive pamphlets, very basic surveys or petitions, re-routing maps, community notices and simple letters or journal entries. Although still at a functional level, they will communicate more effectively both orally and through writing to express their thoughts, needs, preferences and views with regard to participating in community activities. They will also use more varied vocabulary and language structures in a wider range of real-life situations.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are detailed in their respective rubrics.



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Using language to become involved in the community.*

This class of situations includes a wide range of personal and social situations in which adults frequently find themselves. Such situations require that adults be able to use and understand basic oral and written language with greater ease and proficiency although still at a functional level. In order to deal competently with real-life situations related to community life, adults use a wider range of language skills, strategies, techniques and procedures to understand and interpret oral and written texts. In addition, they use and incorporate new vocabulary and language structures pertinent to the real-life situations.

Some examples of real-life situations included in this class are volunteering, taking part in a community activity, taking part in a workplace or school committee, voting for a committee member, joining a community-sponsored support group, or applying for a passport.

Class of Situations	Examples of Real-Life Situations
Using language to become involved in the community	<ul style="list-style-type: none"> ▪ Volunteering ▪ Helping with fund-raising activities ▪ Taking part in a community activity ▪ Locating community training programs ▪ Taking part in a workplace/school committee ▪ Participating in a training activity/course ▪ Protesting/proposing a community project ▪ Joining a support group ▪ Taking part in polls or surveys ▪ Voting for a committee member ▪ Applying for a passport ▪ Keeping informed about community news ▪ Accessing community resources and services

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category across a variety of contexts.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Interacting orally to become involved in the community 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives basic information (e.g. when using telephone help lines, participating in training programs) ▪ Expresses personal needs and preferences (e.g. as a volunteer, pertaining to training programs or activities) ▪ Expresses feelings, satisfaction or dissatisfaction (e.g. pertaining to recycling programs, after-school programs) ▪ Expresses opinions (e.g. in support groups) ▪ Asks for, obtains and gives basic instructions (e.g. regarding volunteer activities) ▪ Accepts or rejects proposals (e.g. pertaining to a food drive, car pooling, pool day) ▪ Shares personal experiences (e.g. pertaining to community or school activities)
<ul style="list-style-type: none"> ▪ Listening to informative and expressive texts to become involved in the community 	<ul style="list-style-type: none"> ▪ Listens to presentations to identify basic details (e.g. pertaining to community activities, plans or campaigns) ▪ Listens to basic instructions (e.g. fire drills, voting procedures for a committee member) ▪ Listens to short television or radio announcements to identify basic details (e.g. in campaign ads or slogans)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative and expressive texts to become involved in the community 	<ul style="list-style-type: none"> ▪ Reads headlines, captions and short briefs in community newspapers to identify some main ideas ▪ Reads short, simple fact sheets to locate very basic, specific information (e.g. pertaining to rules and regulations, descriptions of tasks) ▪ Reads basic instructions (e.g. pertaining to safety, procedures, restrictions) ▪ Reads simple maps (e.g. in public buildings, bus or traffic re-routing maps, parade routes) ▪ Reads short, simple newsletters to locate some basic, specific information (e.g. in polls or survey results) ▪ Reads basic schedules and timetables to locate some basic, specific information (e.g. pertaining to training programs/courses, community or cultural centre activities) ▪ Reads petitions to locate basic information (e.g. pertaining to protests, drives or campaigns) ▪ Reads short notes, letters, and e-mails ▪ Reads short, simple pamphlets and flyers to locate some basic, specific information in (e.g. pertaining to local attractions or events)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts to become involved in the community 	<ul style="list-style-type: none"> ▪ Writes simple, basic posters, ads, flyers, notices (e.g. for fundraising activities, rallies) ▪ Fills out basic forms (e.g. volunteer applications, registration forms for community services) ▪ Writes short, basic notes, letters, e-mails in a limited but effective fashion ▪ Writes basic schedules and timetables (e.g. volunteer activities) ▪ Writes lists (e.g. pertaining to volunteer tasks, community events or activities) ▪ Keeps a basic journal

Compulsory Elements and End-of-Course Outcomes

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course.

Class of Situations

Using language to become involved in the community

Categories of Actions

- Interacting orally to become involved in the community
- Listening to informative and expressive texts to become involved in the community
- Reading informative and expressive texts to become involved in the community
- Writing informative and expressive texts to become involved in the community

Operational Competencies

Communicates

- Determines a purpose for communicating
- Listens attentively to the interlocutor
- Maintains conversation by responding appropriately to the interlocutor's interventions
- Adapts language to the degree of formality of the situation

Cooperates

- Varies roles as speaker or listener to ensure balanced participation
- Negotiates meaning with other participants to ensure common understanding and to arrive at a consensus
- Offers feedback and alternative solutions to others

Essential Knowledge

- Types of discourse (informative and expressive)
- Oral and written discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The sound system
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary related to community activities and events

The end of course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal competently with the class of situations *Using language to become involved in the community*, adults construct a more diverse range of language resources for a wider variety of audiences and purposes. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adult literacy students use a variety of language functions to achieve their communicative purposes, such as asking for and giving basic information and instructions to integrate into the community. To become more closely involved in the life of the community, they express their thoughts, needs, preferences and views simply but clearly. During exchanges, they vary their roles as speaker or listener to ensure balanced participation by everyone and use elements of the sound system, such as pronunciation and sentence intonation to ensure comprehensibility. They listen attentively to and negotiate meaning with their interlocutors to ensure common understanding and offer suggestions or alternative solutions for arriving at a consensus. They also encourage others to share personal ideas and points of view. Finally, they maintain conversation by responding appropriately to the interlocutor's interventions and use communication strategies, techniques and procedures, such as asking questions, requesting repetition, reformulating and giving feedback.

Adults listen to a number of short, simple informative and expressive texts pertaining to community activities and local initiatives. For example, they follow short straightforward instructions, locate a few important details in short presentations or in radio and television ads, slogans and jingles or in stories of others' personal experience. They use strategies and techniques to improve their comprehension, such as predicting content, selective listening for specific details, attending to the speaker's articulation and tone of voice and appealing to visual elements or sound effects.

Adults also read a number of short informative and expressive texts on relatively familiar topics related to community life. They read more fluently and independently in order to identify the main idea or locate specific information that is easily accessible and not deeply embedded in complex or specialized language. They apply a limited number of reading strategies, techniques and procedures to decode and comprehend the meaning of texts such as referring to their existing knowledge of the topic, appealing to syntactical cues and rereading. To help them make sense of the text, they rely on basic discourse cues such as graphics and textual cues. They read short, simple texts, such as letters, simple schedules and captions and headings in flyers and brochures that are written in plain language. Adults also begin to infer meaning and develop opinions based on less familiar text types, such as community newspaper briefs or results in simple surveys.

End-of-Course Outcomes

Adult literacy students write a number of short, simple informative and expressive texts, using patterns or models if necessary. They keep a simple expressive journal as well as records of factual information such as lists, schedules and personal data sheets. They compose short, simple, friendly letters or notes for specific purposes and for various audiences, using vocabulary related to community life and appropriate discourse features, such as beginning, middle, and end. They apply rules of grammar and syntax as well as conventions of spelling and punctuation in composing simple and compound sentences, consulting beginners' dictionaries or grammar reference books when necessary.

Whether they are speaking or writing, they respect the sociolinguistic features of oral or written discourse by adapting the language to the level of formality of the situation.

Evaluation Criteria

- Interacts using basic, common oral texts in routine situations at a functional level
- Understands basic, common oral texts in routine situations at a functional level
- Reads predictable, basic, common texts at a functional level
- Writes short, basic, common texts at a functional level

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations of this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Cooperates*.

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is the capacity to express meaning simply and clearly and to understand the basic meaning expressed by others. It is solicited in all real-life situations in which people exchange meaning and is linked to the class of situations *Using language to become involved in the community*.

Adult literacy learners exercise their communicative competency by determining a purpose for communicating. When interacting orally, they listen attentively to their interlocutor and maintain conversation by responding appropriately to their interlocutor's interventions. They adapt their language to the degree of formality of the situation in order to achieve their communicative purposes in real-life situations related to becoming involved in their community.

Contribution of the Operational Competency *Cooperates*

The operational competency *Cooperates* refers to the capacity to collaborate with others and is essential whenever two or more people work together to achieve a common goal. In interactive language use, participants in an oral or written exchange exercise this competency when the purpose of the exchange is to arrive at a consensus, solve a problem or make a group decision. Thus, it is solicited in all real-life situations associated with the class of situations *Using language to become involved in the community*.

This operational competency is essential in interactive language use whenever adults collaborate with other members of the community to achieve a common goal or perform a group task. When taking part in an oral or written exchange, they exercise this competency by varying their roles as speakers or listeners to ensure balanced participation by all. Whether with one other person or in small group discussions, adults encourage others to express themselves and share personal ideas and points of view. They negotiate meaning with other participants to ensure common understanding and provide suggestions or alternatives in order to arrive at a consensus in matters regarding community activities or common concerns.

Essential Knowledge

The essential knowledge for the literacy level courses is found at the end of the literacy courses.

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults to become more competent in dealing with the real-life situations in this course.

Willingness to take risks	Self-confidence
<p>Willingness to take risks involves being ready to experiment and not being inhibited by fear of making errors. This attitude is a crucial factor in language development and depends on recognizing and accepting the fact that learning is a trial-and-error process. It is by showing initiative, accepting new challenges and experimenting with various forms of communication in different situations that adults increase their language proficiency and improve their level of competency.</p>	<p>Self-confidence can be defined as having faith in one’s abilities. It is an attitude that allows adults to have positive and realistic views of themselves and their situations and to progress. When adults are self-confident, they show a readiness to learn: a willingness to interact orally with their interlocutors and to undertake new reading and writing challenges. This attitude allows adult literacy learners to reflect upon their achievements, establish new goals, and actively participate in the construction of new knowledge and the development of language proficiency.</p>
Perseverance	
<p>Perseverance can be defined as persistent determination. Adults who persevere continue their language studies even though they may sometimes feel discouraged. They are committed to hard work. This attitude allows adults to learn from their mistakes and to purposefully participate in learning activities to increase their level of competency. Perseverance is a key attitude for the development of language and lifelong learning.</p>	

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none">▪ Community centres▪ Libraries▪ Government agencies▪ Non-government agencies▪ Museums▪ Theatres	<ul style="list-style-type: none">▪ Picture dictionaries▪ Beginners' dictionaries▪ Spelling reference books▪ Beginners' grammar reference books▪ Writing models▪ Audio books▪ High-interest/low-vocabulary adult content books▪ Children's books▪ Authentic teaching materials (e.g. schedules, calendars, phone books)▪ Multimedia materials (print and non-print)

Contribution of Other Subject Areas

Essential knowledge from other subject areas is also useful for dealing competently with the real-life situations in this course. While this knowledge is pertinent, it is not subject to formal evaluation in this course, nor does it constitute a prerequisite.

In Literacy, the same situation can be treated in more than one course and can solicit essential knowledge from other subject areas such as Mathematics, Science and Technology.

Andragogical Context

It is understood that for learning to take place, adult literacy learners must perceive it as meaningful and relevant to their life. It is from this perspective that the English, Language of Instruction program of study has been developed. The content of the courses in the program has been organized around the real-life situations of the learners. Consequently, in order to make learning concrete and useful, all learning situations are based on these real-life situations.

Learning situations target the construction of the essential language knowledge and the development of the operational competencies necessary to deal competently with real-life situations. Adults develop these operational competencies with the help of the teacher who calls particular attention to the significant actions associated with them by engaging the adults in meaningful speaking, listening, reading and writing activities. As a result, adults build essential knowledge, solicit the appropriate operational competencies for the given real-life situation, and reflect upon their learning, the strategies used, the reinvestment and transformation of their existing knowledge and the attitudes adopted.

In this learning context, teachers play the role of facilitator, mediator and guide. They establish a safe learning environment for adult literacy learners where mutual respect and trust create a climate conducive to learning. With the support of the teacher, adult literacy learners share responsibility for their learning. They define their learning needs, taking into consideration their existing knowledge and experience. Emphasis is placed on the learning process used to

construct the essential language knowledge and to develop the operational competencies. It is therefore important that the learning situation be linked to the needs of the adult literacy learners. By participating in the learning situation that is linked to a real-life situation, adults perceive the relevance of their learning to their life, which in turn stimulates their motivation and involvement.

The learning situation occurs in the adult's place of learning. It is not specific to the needs of a particular adult; rather it is sufficiently open and global to allow all adults to explore important aspects of language related to dealing competently with the real-life situation. Throughout the learning situation, teachers observe the adult literacy learners in action, whether they are in small or large group discussions or interacting with peers. They guide and advise them on the appropriate strategies for constructing the necessary resources and give specific instruction to individuals and groups as needed. The teacher encourages the learners to make links between new knowledge and existing knowledge, and to reflect on and evaluate their learning process and the degree to which they have developed their competencies.

The courses in the English, Language of Instruction program of study are especially designed to promote adult literacy learners' active participation in their own learning. It encourages them to develop their autonomy by providing them with the opportunity to build the language skills required to function competently in real-life situations.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of pedagogical renewal can be applied in the classroom.

It is authentic, in the sense that it addresses a real-life situation, taken from the class of situations in the course, that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, namely:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of pedagogical renewal insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Reclaiming the Street

In the class of situations *Using language to become involved in the community*, one of the examples of real-life situations is *Taking part in a community activity*.

In the wake of a series of near-miss automobile accidents in the area around the centre designated as a school zone, the administration has decided to take action in order to avert a serious accident involving one of the neighbourhood children. Through consultation with teachers and students, the administration has proposed a campaign to sensitize everyone to the importance of safe driving practices. A number of activities have been planned to carry out the initiative and the students' participation has been enlisted to increase the effectiveness of the campaign. One class has chosen to produce campaign posters pertaining to safe driving practices to be posted inside the centre and in the parking area. For this particular activity, the students will draw from and extend their existing knowledge of this text type, such as the layout, type of language used, and how information, warnings and recommendations are presented. They will also construct new knowledge pertaining to language functions, the writing system, and sociolinguistic features. To carry out the activity, students will engage primarily in two categories of actions: interacting orally and writing informative texts to become involved in the community. They will also develop and exercise their operational competencies *Communicates* and *Cooperates* by practicing the significant actions associated with them.

After having discussed the active participation of the class in the campaign, the teacher engages the students in the first learning

activity. In groups of three or four, students discuss some of the bad driving habits that they have witnessed around the centre. Their task is to come to a consensus about what they consider to be the most significant problems that need to be addressed in their posters and to draw up a short list (four or five) of these problems. During the discussion, they cooperate by listening actively to the other members of the group, contributing their own points of view and encouraging the other members to contribute their opinions. They express their agreement or disagreement and negotiate a compromise to ensure that everyone's concerns are represented.

Each group then reports their results to the whole class and the teacher writes a list on the board. Some of the problems may coincide or overlap, so the list becomes narrowed down. Students then return to their groups and each group chooses a different problem to address in their poster. They use prewriting strategies, techniques and procedures such as mapping or brainstorming, in order to identify a list of the driving tips that should be included in their poster in order to address the problem they have selected. In their discussion, they use communication techniques, such as active listening, to ensure mutual comprehension and cooperate with the other members of the group, each one contributing ideas and suggestions, giving feedback on others' proposals, until they come to a final agreement on three or four important tips. Their list is in the form of a rough draft, which they will later revise for correct grammar, spelling and punctuation.

For the next whole class activity, the teacher has brought in a number of posters collected from different past events in the school

or community and shows them to the class, eliciting from them the discourse features specific to posters, such as design, use of colour and illustrations, size of headings, bolding, lists, symbols, and so on, and how these features contribute to the purpose of the poster, which is primarily to attract people's attention so that they will read it. Together, they explore different kinds of headings that might be appropriate, such as "WARNING!" or "CAUTION" or "THIS IS A SCHOOL ZONE". The teacher also points out how tips are usually written when presented as a list on a poster, using some of the students' examples and transforming them if necessary; for example, they are usually short, written in the imperative, often in the negative form (e.g. "Avoid ..." or "Do not ..."), may be prefaced by "Please", may be numbered or bulleted, and so on. She also introduces them to alternative expressions, such as "Make sure to ..." or "It is strictly forbidden to ..." and they experiment as a whole class to produce different formulations of a few specific tips.

The learners then return to their groups and start to experiment with the design of their posters, choosing a heading, format, illustrations or symbols to include, and so on. They also start to revise their list

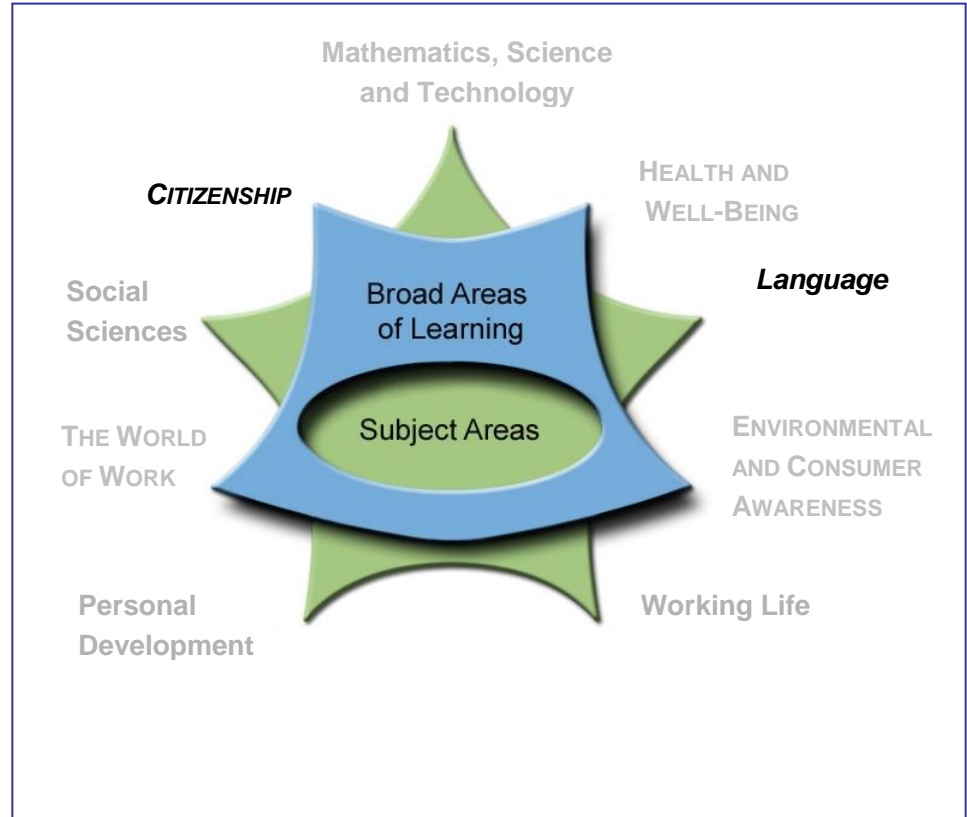
of tips, making sure that they conform to the grammatical rules and conventions discussed previously, using strategies, techniques and procedures, such as peer editing or referring to dictionaries or grammar books. The teacher circulates among the groups, answering questions and offering suggestions.

When they have completed a final draft of their poster, making sure that it is error-free, the teacher distributes materials (poster boards, coloured felt markers, rulers, etc.) to each group and the students share the task of designing the final product, making sure that it is functional, reader-friendly and visually appealing. Each group shares their poster with the rest of the class, and together they decide where it should be posted (in a critical area of the centre or in the parking lot), depending on its specific content.

At the end of the learning situation, the learners verify the achievement of the task and reflect on the effectiveness of the strategies, techniques and procedures they used.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Using language to become involved in the community	
Learning Situation	
Reclaiming the Street	
Categories of Actions	
<ul style="list-style-type: none"> Interacting orally to become involved in the community Writing informative texts to become involved in the community 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Cooperates 	<ul style="list-style-type: none"> Types of discourse (informative) Discourse features Speaking, listening, reading and writing, strategies, techniques and procedures The writing system Language functions Sociolinguistic features Grammar and syntax Vocabulary related to community life (safety, driving, rules and regulations)
Complementary Resources	
<ul style="list-style-type: none"> Beginners' dictionaries Spelling reference books Beginners' grammar reference books 	<ul style="list-style-type: none"> Authentic teaching materials (e.g. posters) Multimedia materials (print and non-print) Poster-making materials (e.g. boards, felt markers)



Essential Knowledge for Literacy Level

ORAL INTERACTION	LISTENING	THE SOUND SYSTEM (comprehension and production)
<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. simple exchanges, instructions, directions, conversations, commercial transactions, messages) ▪ <i>Expressive</i> (e.g. conversations, personal accounts) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Beginning, middle, end ▪ Simple transitional devices ▪ Simple keywords and phrases ▪ Social conventions (e.g. opening/closing conversation, turn-taking rules) ▪ Verbal features (articulation, volume, tone, pace, intonation) ▪ Non-verbal features (body language, eye contact, facial expression, mime, gestures) <p>Speaking strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ Repeating/retelling ▪ Ordering ideas in a sequence ▪ Using formulas and routine expressions ▪ Using body language ▪ Observing social conventions (e.g. opening/closing conversations, turn-taking rules) ▪ Adjusting volume, tone, pace, rate, intonation ▪ Rehearsing ▪ Responding ▪ Using simple keywords and phrases ▪ Using compensatory techniques (e.g. approximation, circumlocution, word coinage) 	<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. simple exchanges, instructions, directions, conversations, commercial transactions, messages, short reports) ▪ <i>Expressive</i> (e.g. conversations, personal accounts) ▪ <i>Aesthetic</i> (e.g. read-aloud books) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Beginning, middle, end ▪ Simple transitional devices ▪ Simple keywords and phrases ▪ Social conventions (e.g. opening/closing conversation, turn-taking rules) ▪ Verbal cues (articulation, volume, tone, pace, intonation) ▪ Non-verbal cues (body language, eye contact, facial expressions, gestures, sound effects) <p>Listening strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Pre-listening</i> (e.g. predicting, setting a purpose) ▪ <i>While listening</i> (e.g. guessing from context, asking for repetition or reformulation, interpreting visual and audio cues such as body language, images and sound effects, attending to simple keywords and phrases, questioning) 	<ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Rhyme identification ▪ Pronunciation ▪ Word stress ▪ Sentence intonation patterns ▪ Volume ▪ Pace

READING	WRITING	THE WRITING SYSTEM (comprehension and production)
<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. forms, messages, notes, lists, recipes, menus, labels, cards, coupons, invoices, receipts, flyers, maps, diagrams, notices, ads, directories, bills, schedules, signs, symbols, graphically organized texts, short news, sports and weather reports, instructions, directions, warnings, e-mails, letters, short, simple biographical texts, pamphlets, brochures, memos) ▪ <i>Expressive</i> (e.g. personal accounts, cards, postcards, notes, letters, personal stories, journals) ▪ <i>Aesthetic</i> (e.g. children’s stories, poems, rhymes, lyrics, high-interest/low-vocabulary adult content books) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Titles, headings ▪ Visual: - graphic (e.g. illustrations, graphics, layout, font and colour) <ul style="list-style-type: none"> - textual (e.g. headings, margins, table of content, glossary) ▪ Beginning, middle, end ▪ Order (chronological, order of importance) ▪ Simple transitional devices ▪ Literary devices (e.g. end rhymes, descriptive words) <p>Reading strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Meaning-making</i> (e.g. setting a purpose, referring to existing knowledge, visualizing, using graphics and pictures, predicting, self-questioning, recognizing formulas and models, recognizing visual cues, skimming, scanning, rereading, reading out loud, developing an initial response, using reference material, guessing, adjusting pace, omitting words, making substitutions, memorizing, making simple inferences, retelling, checking predictions, sharing a response) ▪ Print-decoding (e.g. graphophonic cues, semantic cues, word recognition, syntactical cues) 	<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. lists, records, bills, forms, ads, memos, notes, messages, receipts, cards, schedules, agendas, recipes, menus, instructions, directions, posters, notices, flyers, e-mails, letters, short, simple biographical texts) ▪ <i>Expressive</i> (e.g. personal accounts, cards, postcards, personal stories, journal entries) ▪ <i>Aesthetic</i> (simple stories, poems) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Titles, headings ▪ Visual: - graphic (e.g. illustrations, graphics, layout, font and colour) <ul style="list-style-type: none"> - textual (e.g. headings, margins, table of content, glossary) ▪ Beginning, middle, end ▪ Order (chronological, order of importance) ▪ Simple transitional devices ▪ Literacy devices (e.g. end rhymes, descriptive words) <p>Writing strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Pre-writing</i> (e.g. brainstorming, mapping, interviewing, free-writing) ▪ <i>Composing</i> (e.g. using formulas and models, questioning, organizing, rereading) ▪ <i>Revising and editing</i> (e.g. using reference material, reading aloud, comparing, asking others, correcting) 	<p>Handwriting</p> <ul style="list-style-type: none"> ▪ Print, cursive <p>The alphabet</p> <ul style="list-style-type: none"> ▪ Upper and lower case letters ▪ Names of letters ▪ Vowels and consonants <p>Alphabetsics (phonemes/graphemes)</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Sound-symbol correspondence <p>Word recognition</p> <ul style="list-style-type: none"> ▪ Sight words (e.g. Dolch and Fry lists) ▪ Phonics (sound-symbol correspondence, vowel patterns, consonant patterns) ▪ Word patterns (word families, compound words, word beginnings and endings, base words, affixes) ▪ Syllabication <p>Spelling</p> <ul style="list-style-type: none"> ▪ Letter patterns ▪ Spelling rules ▪ Common irregulars <p>Punctuation</p> <ul style="list-style-type: none"> ▪ End punctuation (period, question mark, exclamation point) ▪ Initial capitalization ▪ Internal punctuation (e.g. <i>comma</i> apostrophe) <p>Signs and symbols</p> <ul style="list-style-type: none"> ▪ Logos ▪ Pictograms ▪ Numerals ▪ Computer icons

Overview of Literacy Courses

ENGLISH, LANGUAGE OF INSTRUCTION – LITERACY (6 courses)

COURSE 1 (100 H)	COURSE 2 (100 H)	COURSE 3 (100 H)
DISCOVERING THE WORLD OF PRINT	BUILDING FOUNDATIONS	SATISFYING BASIC NEEDS
Class of Situations	Class of Situations	Class of Situations
<ul style="list-style-type: none"> ▪ Becoming acquainted with written language in the immediate environment 	<ul style="list-style-type: none"> ▪ Using language in the immediate environment to decode and encode meaning 	<ul style="list-style-type: none"> ▪ Using oral and written language to satisfy basic needs
Operational Competencies	Operational Competencies	Operational Competencies
<ul style="list-style-type: none"> ▪ Communicates ▪ Acts methodically 	<ul style="list-style-type: none"> ▪ Communicates ▪ Acts methodically 	<ul style="list-style-type: none"> ▪ Communicates ▪ Acts methodically
Categories of Actions	Categories of Actions	Categories of Actions
<ul style="list-style-type: none"> ▪ Taking the first steps in reading ▪ Taking the first steps in writing 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative texts ▪ Reading informative, expressive and aesthetic texts ▪ Writing informative and expressive texts 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative texts ▪ Reading informative, expressive and aesthetic texts ▪ Writing informative and expressive texts
COURSE 4 (100 H)	COURSE 5 (100 H)	COURSE 6 (100 H)
ACCESSING SERVICES	LEISURE AND PERSONAL INTERESTS	COMMUNITY LIFE
Class of Situations	Class of Situations	Class of Situations
<ul style="list-style-type: none"> ▪ Using language to access public services 	<ul style="list-style-type: none"> ▪ Using language for enjoyment and personal interests 	<ul style="list-style-type: none"> ▪ Using language to become involved in the community
Operational Competencies	Operational Competencies	Operational Competencies
<ul style="list-style-type: none"> ▪ Communicates ▪ Acts methodically 	<ul style="list-style-type: none"> ▪ Communicates ▪ Uses creativity 	<ul style="list-style-type: none"> ▪ Communicates ▪ Cooperates
Categories of Actions	Categories of Actions	Categories of Actions
<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative, texts ▪ Reading informative expressive and aesthetic texts ▪ Writing informative and expressive texts 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative, expressive and aesthetic texts ▪ Reading informative, expressive, and aesthetic texts ▪ Writing informative, expressive and aesthetic texts 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative and expressive texts ▪ Reading informative and expressive texts ▪ Writing informative and expressive texts

