

Course  
**Opening Doors**  
**ENG P101-4**

Presecondary





“The limits of my language mean the limits of my world.”

Ludwig Wittgenstein (1889-1951)

## Presentation of the Course *Opening Doors*

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The goal of the course *Opening Doors* is to help adult learners use oral and written discourse to deal competently with real-life situations related to the essentials of daily life.

This course develops adult learners' language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide an opportunity to put language skills into practice when dealing with the basic requirements of daily life.

By the end of the course, adult learners will be able to understand and produce short, simple oral and written informative texts pertaining to such essentials as exchanging personal information and obtaining basic necessities. They will, for example, produce lists, fill out forms and understand simple messages and short ads in order to obtain and give basic information, instructions and advice, request assistance for their necessities, state their basic needs and preferences and express their satisfaction or dissatisfaction.

## 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 for the essentials of daily life*.

This class includes a wide range of real-life situations in which adults are required to obtain and give basic information, instructions and advice, either orally or in writing, about their personal life and their basic consumer needs. Dealing competently with these situations requires language knowledge, including familiarity with common vocabulary related to daily essentials. It also requires the ability to ask for assistance, describe problems, understand simple requests, respond adequately and express needs, preferences,

satisfaction or dissatisfaction in matters pertaining to fundamental necessities of daily life.

Some examples of these real-life situations include making new acquaintances, registering at a government office, enrolling children at school, renting living quarters, shopping for food and clothing and using common banking services.

Class of Situations	Examples of Real-Life Situations
Using language for the essentials of daily life	<ul style="list-style-type: none"> <li>▪ Making new acquaintances</li> <li>▪ Registering at a government office</li> <li>▪ Registering children at school</li> <li>▪ Contacting a professional</li> <li>▪ Shopping for food</li> <li>▪ Shopping for clothing</li> <li>▪ Shopping for pharmaceutical products</li> <li>▪ Renting living quarters</li> <li>▪ Shopping for home furnishings</li> <li>▪ Purchasing/selling used items</li> <li>▪ Returning defective or unsuitable merchandise</li> <li>▪ Using common banking services</li> </ul>

## 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"> <li>▪ Interacting orally for the essentials of daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduces oneself or another person</li> <li>▪ Exchanges information about self, family or place of residence</li> <li>▪ Exchanges information about country of origin, occupation, interests and hobbies</li> <li>▪ Gives personal information (e.g. to landlord, pharmacist)</li> <li>▪ Asks for, obtains and gives information and advice (e.g. regarding availability, locations, costs, services, restrictions)</li> <li>▪ Asks for, obtains and gives simple instructions (e.g. directions, how to place an ad)</li> <li>▪ Requests assistance (e.g. from salespeople, service representatives)</li> <li>▪ Describes living quarters (e.g. for furniture purchase)</li> <li>▪ States needs and preferences (e.g. over-the-counter medication, rentals)</li> <li>▪ Expresses satisfaction or dissatisfaction (e.g. about services, products)</li> <li>▪ Describes problems (e.g. used items, merchandise returns)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Listening to informative texts for the essentials of daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens to short television and radio commercials</li> <li>▪ Listens to public announcements in stores (e.g. regarding sales, lost and found items)</li> <li>▪ Listens to presentations (e.g. product demonstrations, food tasting presentations, open house visits)</li> <li>▪ Listens to recorded messages (e.g. regarding opening hours, location)</li> </ul>

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>▪ Reading informative texts for the essentials of daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads short ads (e.g. classified ads, bulletin boards, Internet sites, flyers, posters)</li> <li>▪ Reads product labels (e.g. clothing, food)</li> <li>▪ Reads simple instructions (e.g. ATM machines, clothing care, decorating tips)</li> <li>▪ Reads bills, receipts, sales slips, accounts (e.g. from stores, banks)</li> <li>▪ Reads directories, signs, maps (e.g. shopping centres, neighbourhood)</li> <li>▪ Reads forms (e.g. job application, school registration, merchandise return)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Writing informative texts for the essentials of daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes lists (e.g. shopping needs, addresses, birthdays, reminders)</li> <li>▪ Writes short ads, posters (e.g. for garage sales, sale of used items, sublets)</li> <li>▪ Fills out forms (e.g. change of address, health insurance application, video club registration)</li> <li>▪ Writes receipts, cheques</li> <li>▪ Keeps records (e.g. expenditures)</li> <li>▪ Writes telephone messages (e.g. names, telephone numbers)</li> </ul>

## 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 for the essentials of daily life

### Categories of Actions

- Interacting orally for the essentials of daily life
- Listening to informative texts for the essentials of daily life
- Reading informative texts for the essentials of daily life
- Writing informative texts for the essentials of daily life

### Operational Competencies

#### Communicates

- Determines a purpose for communicating
- Listens actively to the interlocutor
- Sustains conversation by responding suitably to the interlocutor's interventions
- Adapts language to the roles, status and needs of the audience
- Adapts language to the degree of formality of the situation

#### Acts methodically

- Uses pre-reading/listening/writing strategies, techniques and procedures to predict content and to explore and organize ideas
- Observes conventions for initiating, maintaining and closing the exchange
- Systematically applies rules of grammar and syntax in creating and interpreting meaning
- Uses compensatory techniques to repair communication difficulties



## Essential Knowledge

- Types of discourse (informative)
- 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 pertaining to the essentials of daily life

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 for the essentials of daily life*, adults use language resources to deal with the basic necessities in their daily life. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, they use language functions to ask for, obtain and give basic information, instructions and advice as well as to express their needs, preferences, satisfaction and dissatisfaction about the essentials in their daily life. When they exchange personal information, talk about familiar topics or describe problems pertaining to their everyday consumer needs, they use features of the sound system, such as pronunciation and intonation to ensure the comprehensibility of their message. They listen actively to their interlocutor, sustain conversation by responding suitably to their interlocutor's interventions and observe appropriate conventions for initiating, maintaining and closing the exchange. They also use non-verbal discourse features such as facial expression and gestures to convey and enhance meaning. In addition, they use compensatory techniques such as approximation or circumlocution to repair any communication difficulties.

When listening to short informative texts, they use prelistening techniques such as setting a purpose to predict content and identify simple discourse cues, such as key words and phrases from recorded messages or short radio and television commercials. They also use listening techniques such as attending to sound effects and intonation.

They read and write a variety of common informative texts pertaining to the essentials of daily life. They read birth announcements and obituaries, product labels, simple instructions and short ads. They use prereading techniques, for example surveying illustrations and titles, to predict content. They produce texts such as personal announcements, cheques, lists and posters, and fill out forms, using prewriting techniques such as listing to explore and organize. They use features of the writing system such as proper spelling and punctuation and systematically apply rules of grammar and syntax in creating and interpreting meaning.

They respect the sociolinguistic features of discourse by adapting the language to the roles, status and needs of their audience, as well as to the degree of formality of the situation. They also use basic vocabulary related to dealing with the essentials of daily life.

## Evaluation Criteria

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- Interacts adequately in everyday situations using simple oral texts
- Understands simple, everyday oral texts adequately
- Reads simple, everyday texts adequately
- Writes simple, everyday texts adequately

## 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 *Acts methodically*.

### Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is the capacity to express meaning intelligibly and to understand the meaning that is 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 for the essentials of daily life*.

Adult learners exercise their communicative competency by determining a purpose for communicating. When interacting orally, they listen actively to their interlocutor and sustain conversation by responding suitably to their interlocutor's interventions. They adapt their language to the roles, status and needs of the audience, as well as to the degree of formality of the situation in order to achieve their communicative purposes in real-life situations related to the essentials of daily life.

### Contribution of the Operational Competency *Acts Methodically*

The operational competency *Acts methodically* involves the effective identification, selection and use of appropriate strategies, techniques, procedures and rules in order to achieve a specific purpose. It is solicited in all real-life situations linked to the class of situations *Using language for the essentials of daily life*.

Adults act methodically when they use pre-reading/listening/writing techniques either to predict content or to explore and organize ideas. They also use compensatory techniques such as approximation or circumlocution to repair any communication difficulties. Acting methodically involves observing conventions for initiating, maintaining and closing the exchange, as well as systematically applying rules of grammar and syntax in creating and interpreting meaning.

## Essential Knowledge

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

## Attitudes

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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.

<p style="text-align: center;"><b>Tolerance for ambiguity</b></p>	<p style="text-align: center;"><b>Perseverance</b></p>
<p>Tolerance for ambiguity involves the willingness to accept a degree of uncertainty or lack of clarity and to respond constructively. Such an attitude helps adult learners experience learning as positive rather than threatening. An adult learner who shows tolerance for ambiguity considers several perspectives when looking at a problem and uses different strategies to find solutions to specific language challenges.</p>	<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>
<p style="text-align: center;"><b>Openness</b></p>	<p style="text-align: center;"><b>Respect</b></p>
<p>Adult learners manifest openness when they show interest in learning and accept new situations without making any assumptions based on values or beliefs. By questioning and challenging different interpretations and points of view, adults explore and integrate aspects of language in a variety of real-life situations in order to further develop their understanding of themselves and others. Openness empowers language learners to expand their cultural and linguistic horizons.</p>	<p>This attitude allows adults to construct language knowledge in a safe learning environment, one that encourages tolerance, acceptance, and common decency to all. It provides for concrete, practical outcomes that build and implement strategies for expanding and diversifying communication across new linkages with the workplace, the local community, and the wider environment.</p>

## Complementary Resources

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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"><li>▪ Community centres</li><li>▪ Libraries</li><li>▪ Retailers</li><li>▪ Government agencies</li><li>▪ Non-government agencies</li></ul>	<ul style="list-style-type: none"><li>▪ Dictionaries</li><li>▪ Thesauri</li><li>▪ Glossaries</li><li>▪ Grammar reference books</li><li>▪ Other reference materials (e.g. encyclopaedias, maps)</li><li>▪ Writing models</li><li>▪ Web sites</li><li>▪ Authentic teaching materials</li><li>▪ Multimedia materials (print and non-print)</li></ul>

## Andragogical Context

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It is understood that for learning to take place, adults 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 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 learners where mutual respect and trust create a climate conducive to learning. With the support of the teacher, adult 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 learners. By participating in the

learning situation that is linked to a real-life situation, adult learners 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 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. At the presecondary level, an example of a learning situation is provided in the course *Lifestyle Options*. It demonstrates the possible interaction between a teacher and learner(s) and the integration of the compulsory elements pertinent to the learning situation.

The courses in the English, Language of Instruction program of study are especially designed to promote adult 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.