

Course  
**Taking Charge**  
**ENG P103-4**

Presecondary





“Thought is the blossom, language is the bud, action is the fruit behind it.”

Ralph Waldo Emerson (1803-1882)

## Presentation of the Course *Taking Charge*

---

The goal of the course *Taking Charge* is to help adult learners use oral and written discourse to deal competently with real-life situations related to caring for basic health needs and responding appropriately to common emergency situations.

This course develops adult learners’ language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide adults with an opportunity to put language skills into practice in situations related to health needs and common emergencies.

By the end of the course, adults will be able to understand and produce simple informative and expressive texts related to health and common emergencies. They will, for example, provide instructions, fill out schedules, write journal entries and understand public announcements or news bulletins in order to obtain and give information and advice, to express needs, preferences and concerns, to request assistance and to describe a problem pertaining to health and common emergency 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 classes 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.



## Classes of Situations Addressed by the Course

This course addresses two classes of situations: *Using language to attend to basic health needs* and *Using language to deal with common emergency situations*.

### ***Using language to attend to basic health needs***

The class of situations *Using language to attend to basic health needs* comprises a range of real-life situations in which adults are required to obtain and give information and advice about basic health needs, either orally or in writing. Dealing competently with these situations requires familiarity with common vocabulary related to health. It also requires the ability to state needs and concerns

clearly and simply and comprehend and give simple information, instructions and advice about immediate health needs.

Some examples of these real-life situations include taking stock of nutritional needs, planning menus and special diets, accessing health programs or health care facilities, and consulting health-care professionals.

Class of Situations	Examples of Real-Life Situations
Using language to attend to basic health needs	<ul style="list-style-type: none"> <li>▪ Taking stock of nutritional needs</li> <li>▪ Planning menus and special diets</li> <li>▪ Accessing health programs</li> <li>▪ Accessing health-care agencies and facilities</li> <li>▪ Accessing home and chronic care facilities</li> <li>▪ Accessing therapeutic products</li> <li>▪ Consulting health-care professionals</li> <li>▪ Treating illness</li> <li>▪ Taking medication</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 to attend to basic health needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asks for, obtains and gives information and advice (e.g. pertaining to food safety, nutritional guidelines, travel health clinics)</li> <li>▪ Asks for, obtains and gives instructions (e.g. on hygiene basics, medication)</li> <li>▪ Expresses needs (e.g. related to physical impairment and activity)</li> <li>▪ Expresses likes, dislikes, preferences (e.g. related to exercise programs, foods)</li> <li>▪ Expresses concerns (e.g. side effects of medication)</li> <li>▪ Discusses matters of personal interest (e.g. pertaining to health services, special diets)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Listening to informative texts to attend to basic health needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens to short television and radio shows (e.g. health tips)</li> <li>▪ Listens to short information videos (e.g. on the Internet, from public libraries)</li> <li>▪ Listens to short presentations (e.g. at a CLSC, hospital)</li> <li>▪ Listens to recorded messages (e.g. from health agencies, doctor's office)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reading informative texts to attend to basic health needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads instructions (e.g. regarding medication, food preparation)</li> <li>▪ Reads pamphlets, brochures, fact sheets (e.g. Canada Food Guide)</li> <li>▪ Reads short articles (e.g. in magazines)</li> <li>▪ Reads labels (e.g. on food, prescription medication)</li> <li>▪ Reads charts, diagrams (e.g. related to growth, basic anatomy)</li> <li>▪ Reads directories, phone books</li> </ul>

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>▪ Writing informative and expressive texts to attend to basic health needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writes lists, notes (e.g. ingredients for special food preparation, reminders)</li> <li>▪ Writes meal plans (e.g. special diets)</li> <li>▪ Writes instructions (e.g. for caregivers)</li> <li>▪ Keeps records and logs (e.g. of appointments, medication)</li> <li>▪ Fills out forms (e.g. pertaining to medical history)</li> <li>▪ Writes journal entries</li> </ul>

### ***Using language to deal with common emergency situations***

The class of situations *Using language to deal with common emergency situations* covers important real-life situations in which adults must obtain and give information, instructions and advice in order to respond adequately and efficiently to common emergencies. Dealing competently with these situations requires that adults have the necessary basic vocabulary and language skills to describe a problem, state their needs simply and clearly and understand and give important details, information and instructions.

Some examples of real-life situations include dealing with a medical crisis, a car mishap, a power outage or a gas leak, being a victim of fraud or losing personal property. All of these real-life situations present circumstances that are usually sudden, unexpected and in need of an immediate response.

Class of Situations	Examples of Real-Life Situations
Using language to deal with common emergency situations	<ul style="list-style-type: none"> <li>▪ Losing sight of a child in a crowded area</li> <li>▪ Dealing with a medical crisis</li> <li>▪ Dealing with a car mishap</li> <li>▪ Dealing with a kitchen fire</li> <li>▪ Dealing with a power outage</li> <li>▪ Dealing with a gas leak</li> <li>▪ Dealing with a flood</li> <li>▪ Being a victim of fraud</li> <li>▪ Losing personal property</li> </ul>



Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>▪ Interacting orally to deal with common emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requests assistance (e.g. from emergency services personnel)</li> <li>▪ Asks for, obtains and gives instructions (e.g. regarding evacuation or first-aid procedures)</li> <li>▪ Asks for, obtains and gives information and advice (e.g. concerning outbreaks)</li> <li>▪ Describes a problem (e.g. flood, loss of personal property, child disappearance)</li> <li>▪ Expresses feelings and concerns (e.g. on emergency preparedness, availability of resources)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Listening to informative texts to deal with common emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens to short information videos (e.g. at a CLSC, community centre)</li> <li>▪ Listens to short radio and television news reports</li> <li>▪ Listens to public announcements (e.g. at hospitals, airports, shopping centres)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reading informative texts to deal with common emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads instructions (e.g. regarding fire extinguisher use, evacuation procedures)</li> <li>▪ Reads posters, diagrams (e.g. Heimlich manoeuvre)</li> <li>▪ Reads emergency directories, maps (e.g. in movie theatres, hotels, shopping centres)</li> <li>▪ Reads forms (e.g. accident reports, insurance claims)</li> <li>▪ Reads pamphlets, brochures, fact sheets (e.g. from CLSCs, Red Cross)</li> <li>▪ Reads electronic message boards (e.g. Amber alert)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Writing informative and expressive texts to deal with common emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fills out forms (e.g. hospital registration, insurance claim, car accident)</li> <li>▪ Writes lists (e.g. inventory, emergency preparedness items, contact people and phone numbers)</li> <li>▪ Writes instructions (e.g. regarding family evacuation plan, allergy treatment)</li> <li>▪ Writes journal entries</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.

### Classes of situations

Using language to attend to basic health needs

Using language to deal with common emergency situations

### Categories of actions

- Interacting orally to attend to basic health needs
- Listening to informative texts to attend to basic health needs
- Reading informative texts to attend to basic health needs
- Writing informative and expressive texts to attend to basic health needs
- Interacting orally to deal with common emergency situations
- Listening to informative texts to deal with common emergency situations
- Reading informative texts to deal with common emergency situations
- Writing informative and expressive texts to deal with common emergency situations

## 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 techniques to predict content and explore and organize ideas
- Observes conventions for initiating, maintaining and closing the exchange
- Varies strategies, techniques and procedures while speaking, listening, reading and writing according to purpose and type of discourse
- Systematically applies rules of grammar and syntax in creating and interpreting meaning

## Essential Knowledge

- Types of discourse (informative and expressive)
- 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 health and common emergencies

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 classes of situations *Using language to attend to basic health needs* and *Using language to deal with common emergency situations*, adults use language resources to take charge of their health needs and respond to common emergencies. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally adults use language functions to ask for, obtain and give basic information, instructions and advice as well as to clearly express their needs, concerns and preferences related to health and common emergency issues. They discuss topics on health needs as well as describe problems and procedures to follow during sudden events. 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, such as turn-taking rules. They also use elements of the sound system such as correct pronunciation, volume and pace as well as verbal and non-verbal discourse features to construct meaning.

When listening to informative texts, they use prelistening techniques to predict content. They determine a purpose for listening and use discourse cues to identify main ideas and some specific details from oral texts, such as short radio and television presentations, public announcements or news bulletins.

They read and write a variety of informative and expressive texts pertaining to health and common emergencies such as accident reports, instructions, simple schedules and journal entries to help them plan, organize and monitor their health habits, express their thoughts and feelings and record information or instructions regarding emergency situations. They use prereading techniques such as surveying titles, to predict, content and prewriting techniques, such as mapping, to explore and organize ideas. They use elements of the writing system, such as correct spelling and punctuation and systematically apply rules of grammar and syntax in creating and interpreting meaning.

At all times, while speaking, listening, reading or writing, they vary strategies, techniques and procedures—skimming, using reference materials, using models or attending to keywords and phrases—according to their purpose and the type of discourse.

They respect the sociolinguistic features of discourse by adapting their language to the roles, status and needs of their audience as well as to the degree of formality of the situation. They also use vocabulary related to health needs and common emergency situations.

## Evaluation Criteria

---

- 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 classes of situations *Using language to attend to basic health needs* and *Using language to deal with common emergency situations*.

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 their 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 basic health needs and common emergency situations.

### 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 classes of situations *Using language to attend to basic health needs* and *Using language to deal with common emergency situations*.

Adults act methodically when they use pre-reading/listening/or writing strategies, techniques, and procedures such as surveying titles, setting a purpose, mapping to predict content and explore and organize ideas. They vary their speaking, listening, reading and writing strategies, techniques and procedures according to their purpose and the type of discourse in the real-life situation concerned. These include speaking techniques such as repeating when describing a common emergency situation; listening techniques such as attending to key words and phrases while listening to instructions regarding health needs; reading techniques such as interpreting visual cues and graphics when consulting material related to emergency procedures; and, writing techniques such as free-writing when expressing thoughts and feelings about their health or the health of someone close to them. Acting methodically also 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

---

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

<b>Tolerance for ambiguity</b>	<b>Perseverance</b>
<b>Openness</b>	<b>Respect</b>
<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>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

---

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>▪ 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, government documents)</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

---

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 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 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.

