

Course
Discovery and Challenges
ENG P104-4

Presecondary



“Words are a form of action, capable of influencing change.”

Ingrid Bengis (1915-1982)

Presentation of the Course *Discovery and Challenges*

The goal of the course *Discovery and Challenges* is to help adult learners use oral and written discourse to deal competently with real-life situations related to discovering Québec and Canada and life in a multicultural environment.

This course develops adult learners’ language proficiency by involving them in a variety of listening, speaking, reading and writing activities that provide adults with an opportunity to put language skills into practice in situations related to discovering the character of Québec and Canada and to exploring the different cultural practices and traditions in a multicultural society.

By the end of the course, adults will be able to understand and produce a range of short oral and written texts. They will understand

informative texts such as simple tourist pamphlets and maps as well as short radio and television travel shows. They will understand and produce expressive texts such as short informal letters or e-mails, and journals or logs. They will also understand a variety of aesthetic texts such as short films, tales, fables and myths from a variety of cultures. Through these different language experiences, they will exchange information, follow instructions and give advice. They will also express their thoughts, needs, preferences and concerns, share experiences, offer personal opinions and compare their reactions with others when discussing the rich cultural heritage of Québec and Canada and the diversity that characterizes our multicultural society.

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 discover Québec and Canada and their multicultural character.*

This class includes a wide range of real-life situations that require adult learners to use oral and written language to discover the social and physical landscape of Québec and Canada and to meet the exciting challenges of living in a multicultural society. Therefore, whether the real-life situation concerns traveling for business or

pleasure, researching personal history, visiting cultural or heritage sites, taking the Canadian citizenship test, celebrating traditional holidays, finding out about different traditions and cultural practices or exploring literary diversity, adults need to develop sufficient language proficiency to deal with these situations competently.

Class of Situations	Examples of Real-Life Situations
Using language to discover Québec and Canada and their multicultural character	<ul style="list-style-type: none"> ▪ Traveling for business or pleasure ▪ Moving elsewhere in Québec and Canada ▪ Visiting cultural or natural sites ▪ Visiting heritage sites ▪ Preparing for the Canadian citizenship test ▪ Participating in student exchange programs ▪ Finding out about traditional holidays, festivals and carnivals ▪ Finding out about different customs and cultural practices ▪ Finding out about traditional ethnic cooking ▪ Planning a multicultural community event

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 discover Québec and Canada and their multicultural character 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information and advice (e.g. pertaining to climate, languages, jobs, population, cuisine, clothing and fashion, arts and leisure) ▪ Describes people and places (e.g. craftspeople, entertainers, artists, towns, regions) ▪ Exchanges information about traditional holidays (e.g. time of year, origin, purpose, special foods, gifts) ▪ Expresses personal needs and preferences (e.g. for locations, type of travel, time of year) ▪ Exchanges views and opinions (e.g. on locations, practices, traditions) ▪ Exchanges personal accounts and experiences (e.g. pertaining to travel, people, impressions, cultural practices and traditions) ▪ Consults travel agents (e.g. pertaining to accommodations, fares, tours, documents, special needs) ▪ Makes own travel arrangements (e.g. regarding hotel, campground, pet care, car rental, airline) ▪ Prepares for a family vacation (e.g. by notifying employers, schools, neighbours, delivery people) ▪ Recounts fables, myths, legends, stories from different cultures ▪ Recites poems and lyrics

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Listening to informative, expressive and aesthetic texts to discover Québec and Canada and their multicultural character 	<ul style="list-style-type: none"> ▪ Listens to presentations or travel shows (e.g. regarding local attractions, accommodations, climate, historical sites, prices, special cultural events) ▪ Listens to public announcements at airports, museums (e.g. regarding delays, closures, schedules) ▪ Listens to tour guides (e.g. at museums, historical sites, government buildings) ▪ Listens to short films from other cultures ▪ Listens to poems, fables, myths, legends, stories from other cultures ▪ Listens to personal accounts (e.g. experiences, anecdotes, testimonials and tributes)
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts to discover Québec and Canada and their multicultural character 	<ul style="list-style-type: none"> ▪ Reads travel literature to locate specific information (e.g. magazines, brochures, newspaper travel sections, fact sheets, booklets, city guides) ▪ Reads Canadian citizenship texts (e.g. booklets and pamphlets on history, geography, government, social and cultural life) ▪ Reads maps, schedules (e.g. road and city maps, bus and subway routes) ▪ Reads rules and regulations pertaining to travel (e.g. camping, hiking, highway code, hotel evacuation plans, airline restrictions) ▪ Reads instructions (e.g. recipes from different cultures, cultural dress, traditional remedies) ▪ Reads announcements, ads, notices, event calendars (e.g. concerning festivals, fairs and carnivals) ▪ Reads short articles about other cultures (e.g. pertaining to practices, traditions, clothing, food, beverages, special events, holidays) ▪ Reads personal correspondence (e.g. postcards, notes, cards, formal and informal letters, e-mails) ▪ Reads fables, myths, legends, tales, poems, lyrics from other cultures

Categories of Actions	Examples of Actions
<ul style="list-style-type: none">▪ Writing informative and expressive texts to discover Québec and Canada and their multicultural character	<ul style="list-style-type: none">▪ Writes notes, cards (e.g. invitation, thank you, sympathy)▪ Writes short informal letters, e-mails (e.g. to keep in touch, offer advice, provide specific information, express gratitude, request assistance)▪ Writes instructions (e.g. pertaining to recipes, decorations, costumes, crafts)▪ Writes personal accounts (e.g. experiences, anecdotes, testimonials and tributes)▪ Keeps logs and journals

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 discover Québec and Canada and their multicultural character

Categories of Actions

- Interacting orally to discover Québec and Canada and their multicultural character
- Listening to informative, expressive and aesthetic texts to discover Québec and Canada and their multicultural character
- Reading informative, expressive and aesthetic texts to discover Québec and Canada and their multicultural character
- Writing informative and expressive texts to discover Québec and Canada and their multicultural character

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 to explore and organize ideas
- Observes conventions for initiating, maintaining and closing the exchange
- Varies strategies, techniques and procedures while speaking, listening, reading or 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, expressive and aesthetic)
- Discourse cues and features
- Speaking, listening, reading, writing strategies techniques and procedures
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary pertaining to travel and multiculturalism within Québec and Canada

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 discover Québec and Canada and their multicultural character*, adults use language resources to discover Québec and Canada and to explore the range of cultural expression that surrounds them. 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 in a multicultural context. For example, they may describe people they meet and places they discover. They could also explain different cultural backgrounds, practices and traditions, exchange views, share stories or consult a travel agent. During the interaction 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 employ speaking techniques such as adjusting volume, tone and pace, using body language and emphasizing or repeating key words and phrases.

When listening to informative, expressive and aesthetic texts, they use pre-listening techniques, for example, setting a purpose and predicting content. They also listen for discourse cues such as key words and phrases in such texts as public announcements, news bulletins, and personal accounts or testimonials. As they listen actively, adults use techniques such as asking for repetition or reformulation and use visual and auditory cues to enhance interpretation.

Adults read a variety of informative texts such as maps, schedules and guidebooks; expressive texts such as personal letters and e-mails and aesthetic texts such as fables, myths, poems and legends pertaining to a multicultural society in general. They use prereading techniques to predict content, such as surveying illustrations and attending to key words to help them focus on the text and pick out pertinent details. While reading, they use techniques such as guessing from context and later share their interpretation of the text. Adults also write a variety of short informative and expressive texts such as instructions, informal letters and e-mails. They keep journals or logs to express their thoughts and feelings while discovering their province and country or encountering people from various cultures. They use prewriting techniques such as free writing or clustering to explore and organize their ideas. As they write, adults use techniques such as appealing to models or adding graphics and later revise for accuracy and clarity. 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.

End-of-Course Outcomes (*Continuation*)

In producing oral and written discourse, they use discourse features to organize their thoughts; for example, to display the relationship between main ideas and supporting details. At all times, whether they are speaking, listening, reading writing, they vary strategies, techniques and procedures according to their purpose and the type of discourse. 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 vocabulary related to travel and multiculturalism.

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 class of situations *Using language to discover Québec and Canada and their multicultural character*.

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 the cultural and multicultural aspects of Québec and Canadian society.

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 to discover Québec and Canada and their multicultural character*.

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 using body language to support the text and enhance communication; listening techniques such as attending to key words and phrases while listening to instructions regarding travel or cultural practices; reading techniques such as interpreting visual cues and graphics when consulting material related to travel, history and culture; and, writing techniques such as conferencing when expressing thoughts and feelings about new experiences; 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.

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

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 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.

