

Course
Engagement and Involvement
ENG P107-4

Presecondary



“Language is the roadmap of a culture. It tells you where its people came from and where they are going.”

Rita Mae Brown (1944 -)

Presentation of the Course *Engagement and Involvement*

The goal of the course *Engagement and Involvement* is to help adult learners use oral and written discourse to deal competently with real-life situations where they are called upon to exercise their civic obligations as well as to become involved in the social life of the community.

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 use their language skills to integrate into the local community.

By the end of the course, adult learners will be able to produce and understand a wide range of informative and expressive texts regarding community affairs. They will produce and understand texts such as presentations, short reports, newsletters and community bulletins in order to obtain and give information, instructions and advice. They will clearly express their feelings, preferences, concerns and opinions, make suggestions and express agreement or disagreement when discussing proposed plans and projects pertaining to civic responsibilities and community participation.

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.



Classes of Situations Addressed by the Course

This course addresses a single class of situations: *Using language to fulfill civic and social duties in the community.*

This class includes a variety of real-life situations that require adults to use oral and written language to become involved in the public life of the community through active participation. They are required to ask for, give and obtain information, instructions and advice either orally or in writing in relation to their role as participants in the civic and social life of the community. Dealing competently with these situations requires familiarity with vocabulary related to community rules, regulations and procedures. It also requires the ability to understand information, instructions and advice as well as to clearly

express thoughts, feelings, needs, concerns and opinions pertaining to civic issues.

Some examples of real-life situations include finding out about public issues or municipal by-laws, obtaining permits/licenses, participating in youth or seniors programs planning committees, and neighbourhood improvement projects and programs.

Class of Situations	Examples of Real-Life Situations
Using language to fulfill civic and social duties in the community	<ul style="list-style-type: none"> ▪ Finding out about public issues or municipal by-laws ▪ Attending town hall meetings ▪ Obtaining permits/licenses ▪ Being responsible tenants or homeowners ▪ Participating in youth programs ▪ Participating in seniors programs ▪ Planning social activities ▪ Volunteering in the community ▪ Participating in neighbourhood improvement projects ▪ Participating in community fundraising activities ▪ Participating in neighbourhood programs

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 in matters related to civic and social duties in the community 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information and advice (e.g. regarding permits and licences, regulations, programs and services offered) ▪ Shares views, needs and concerns (e.g. pertaining to volunteer activities, local environmental issues) ▪ Expresses opinions, agreement or disagreement (e.g. about neighbourhood issues, funding) ▪ Discusses plans and community projects (e.g. for parks, swimming pools, youth sports leagues)
<ul style="list-style-type: none"> ▪ Listening to informative texts related to civic and social duties in the community 	<ul style="list-style-type: none"> ▪ Listens to local television and radio news reports (e.g. regarding neighbourhood activities, hazardous materials collection, dates and locations, special events, community issues) ▪ Listens to short progress reports (e.g. pertaining to community activities and events) ▪ Listens to public announcements (e.g. regarding lost and found, public safety) ▪ Listens to presentations (e.g. on proposals, from guest speakers)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative texts related to civic and social duties in the community 	<ul style="list-style-type: none"> ▪ Reads public notices, bulletins and community web sites to locate specific information (e.g. pertaining to water use, hazardous materials disposal, business hours and available services) ▪ Reads community pamphlets, booklets, brochures and local directories to locate specific information (e.g. regarding municipal regulations, community projects or programs, recreational services or activities, parks, cultural events) ▪ Reads information signs (e.g. road, parking, warnings) ▪ Reads instructions (e.g. regarding public safety rules, roadside assistance, registration, paying fines or taxes) ▪ Reads ads, flyers and posters (e.g. regarding interruptions in utility services, invitations to and announcements of special events or presentations) ▪ Reads schedules and agendas (e.g. regarding seasonal and daily parking, pool access and activities, events calendar) ▪ Reads community newspapers and electronic bulletin boards (e.g. pertaining to events, social notices, garage sales, registration announcements, local commercial and professional ads) ▪ Reads invitations, short formal and informal letters, e-mails (e.g. pertaining to community matters)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to civic and social duties in the community 	<ul style="list-style-type: none"> ▪ Fills out forms (e.g. for permits and licenses) ▪ Writes short reports (e.g. activity, progress, accident) ▪ Writes signs, notices, ads, posters (e.g. warnings, restrictions, sales, events) ▪ Writes short formal and informal letters, e-mails (e.g. inquiry, request, complaint, opinion) ▪ Writes invitations (e.g. to social activities, celebrations, town hall meetings) ▪ Keeps logs, records, notes (e.g. regarding attendance, decisions, appointments)

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 fulfill civic and social duties in the community

Categories of Actions

- Interacting orally in matters related to civic and social duties in the community
- Listening to informative texts related to civic and social duties in the community
- Reading informative texts related to civic and social duties in the community
- Writing informative and expressive texts related to civic and social duties in the community

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

Thinks logically

- Uses basic features of coherent discourse
- Understands and uses transitional devices that establish links between sentences and paragraphs
- Adopts an organizational structure appropriate to the text type

Cooperates

- Varies roles as speaker or listener to ensure balanced participation
- Encourages other participants to express themselves
- Offers feedback, suggestions and alternative solutions in order to arrive at a consensus

Essential Knowledge

- Types of discourse (informative and expressive)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary related to civic responsibilities and participation in the community

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 fulfill civic and social duties in the community*, adults use language resources to become engaged and active members of the community. 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 information, instructions and advice as well as to clearly express their needs, concerns and preferences related to civic responsibilities and involvement. While they discuss proposed community plans and projects, adults ask for and make suggestions and express agreement or disagreement. Whether with another person or in a group discussion, they vary their roles as speakers or listeners to ensure balanced participation by all. They encourage one another to express themselves by developing open and supportive attitudes and offer feedback, suggestions and alternative solutions in order to arrive at a consensus. They listen actively to their interlocutor and sustain conversation by responding suitably to their interlocutor's interventions. They use speaking techniques such as ordering ideas in a sequence and reformulating their own viewpoint or those of others. They also use features of oral discourse such as stress and pauses to achieve added effect.

They read and write a variety of common informative and expressive texts pertaining to community life, such as schedules, flyers, cards and letters. They analyze texts for coherence and unity of ideas. They also use the basic discourse features of written texts such as titles, illustrations and main ideas to create meaningful links. In producing oral and written discourse they use simple but appropriate transitional devices and connectors that establish links between sentences and paragraphs such as cause and effect or comparison and contrast. They adopt an appropriate organizational structure specific to different text types such as reports or schedules to ensure the coherence and unity of the text. Furthermore, they correctly apply reading techniques such as formulating questions, making inferences and drawing conclusions. Adults use elements of the writing system, such as correct spelling and punctuation and apply conventions and rules of correct grammar and syntax as well as appropriate writing techniques such as listing, conferencing and editing.

While listening to informative texts such as presentations, short radio and television programs and public announcements, they identify discourse cues such as the distinction between main ideas and supporting details. They also correctly apply listening techniques such as questioning and using visual and auditory cues.

They respect the sociolinguistic features of discourse by adapting their language to the roles, status, needs and characteristics of their audience as well as to the degree of formality of the situation. They adjust and adapt their strategies, techniques and procedures on an ongoing basis and use common vocabulary related to civic responsibilities and active participation in the community.

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*, *Cooperates* and *Thinks logically*.

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 fulfill civic and social duties in the community*.

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 community engagement and involvement.

Contribution of the Operational Competency *Cooperates*

The operational competency *Cooperates* is 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 fulfill civic and social duties in the community*.

This operational competency is essential in interactive language use whenever adults collaborate to achieve a common goal related to civic or community matters. When participating 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 one another to express themselves by manifesting open and supportive attitudes and by offering feedback, suggestions and alternative solutions to arrive at a consensus. They share their opinions and encourage others to express their own points of view regarding community activities and projects or about issues of public concern.

Contribution of the Operational Competency *Thinks Logically*

The operational competency *Thinks logically* involves the capacity to organize one's thinking and to make connections between ideas in a rational and coherent fashion in order to achieve a specific purpose. This competency is solicited in all real-life situations linked to the class of situations *Using language to fulfill civic and social duties in the community*

Adult learners exercise logical thinking by using features of coherent discourse such as titles, headings, and illustrations. They adopt an appropriate organizational structure that ensures the coherence and unity of the text. They also understand and use transitional devices that establish links between sentences and paragraphs and convey certain logical relationships between ideas, such as, comparison and contrast or cause and effect. Adults exercise logical thinking whenever they deal with real-life situations related to civic responsibilities and participation in community life.

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.

<p style="text-align: center;">Tolerance for ambiguity</p>	<p style="text-align: center;">Perseverance</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;">Openness</p>	<p style="text-align: center;">Respect</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">▪ Community centres▪ Libraries▪ Retailers▪ 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 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.

Essential Knowledge for Presecondary Level

At the Presecondary level, all the essential knowledge required to deal competently with the classes of situations identified in the courses is organized in categories and presented in tables

Not all the essential knowledge identified in the tables is required for each of the classes of situations found in the courses. Within a single class of situations, the language skills and knowledge to be constructed may vary somewhat from one situation to another. It is only by developing a learning situation that is congruent with a real-life situation that the teacher will be able to identify, select and target those elements of essential knowledge that are pertinent to the real-life situation. However, because the classes of situations are varied, by the time the learners have completed the Presecondary level, they will have had the opportunity to use all the essential knowledge identified in the tables.

The following examples illustrate how the use or application of essential knowledge might function. In the presecondary course *Lifestyle Options* the language required to deal with the class of situations *Using language for consumer transactions* will differ from the language required to deal with the class of situations *Using language for a healthy lifestyle* (e.g. the latter class of situations will require more expressive discourse, different vocabulary, etc.). And within the class of situations, *Using language for consumer transactions*, the language required to purchase an item will differ in some respects from that required to return a defective product (the latter will require different functions, for example, complaining, describing the problem/defect etc.).

This approach is consistent with the fact that language resources are not constructed and “mastered” once and for all in one situation and then automatically transferred to all other situations. Language knowledge (even knowledge of a grammatical structure, an item of vocabulary, or a function) develops over time, through constant use in a wide variety of situations and contexts, whereby it becomes increasingly richer, more refined and more varied in application. The distribution of the classes of situations through the seven presecondary courses is deliberately intended to facilitate the learners’ language development by providing them with the opportunity to construct and reconstruct their knowledge in varied and increasingly complex situations. This means that the learners will often be exposed to and use the same structures, the same functions, the same types of discourse, etc. in a wide variety of real-life and learning situations. This does not imply repetitiveness in a negative sense because it is only through such “repetition” in different contexts of use that knowledge becomes more flexible, refined and stable. The aspect of increasing complexity is a function of the complexity of the classes of situations at different course levels, and is addressed by the kinds of speaking, listening, reading and writing activities that the class of situations solicits: these become increasingly complex as the learner progresses (e.g. it is easier to read a product label, than a short pamphlet, or to write a list than a formal letter.)

Furthermore, adults do not all come to the classroom with the same “existing knowledge”. What they already “know” is a function of their life and work experience, their previous formal education, their learning styles, even their interests, all of which varies from one

individual to another. The teacher must always take this into consideration when deciding what aspects of the language code to focus on for explicit instruction or practice. This choice must always be made in the context of the real-life or learning situation that the learners are working on and the kinds of speaking, listening, reading, and writing activities that the situation calls for.

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, discussions, conversations, instructions, directions, commercial transactions, messages, interviews) ▪ <i>Expressive</i> (e.g. conversations, personal accounts, personal history) ▪ <i>Aesthetic</i> (e.g. fables, myths, legends, tales, stories, lyrics, poems) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Beginning, middle, end ▪ Transitional devices ▪ Key words and phrases ▪ Social conventions (e.g. turn-taking rules) ▪ Verbal features (stress, pauses, intonation, volume) ▪ Non-verbal features (body language, eye contact, facial expression, gestures) <p>Speaking strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ Repeating/reformulating ▪ Using visual and auditory cues ▪ Using formulas and routines ▪ Using body language ▪ Observing turn-taking rules ▪ Adjusting volume, tone, pace ▪ Rehearsing ▪ Ordering ideas in a sequence ▪ 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, conversations, commercial transactions, messages, voicemail, instructions, directions, reports, public announcements, commercials, documentaries, presentations, interviews) ▪ <i>Expressive</i> (e.g. conversations, personal accounts, personal history) ▪ <i>Aesthetic</i> (e.g. fables, myths, legends, tales, stories, poems, lyrics, movies, plays) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Beginning, middle, end ▪ Transitional devices ▪ Keywords and phrases ▪ Main ideas and supporting details ▪ Social conventions (e.g. turn-taking rules) ▪ Verbal features (stress, pauses, intonation, volume) ▪ Non-verbal features (body language, eye contact, facial expression, sound effects) <p>Listening strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prelistening</i> (e.g. predicting, setting a purpose) ▪ <i>While listening</i> (e.g. guessing from context; asking for repetition or reformulation; using visual and auditory cues such as body language, facial expressions, images, intonation, sound effects; attending to key words and phrases; questioning) 	<ul style="list-style-type: none"> ▪ Pronunciation ▪ Word stress ▪ Rhythm ▪ Sentence intonation ▪ 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, pamphlets, brochures, labels, flyers, menus, graphically organized texts, maps, signs, e-mail, memos, notices, announcements, ads, short news and weather reports, instructions, directions, records, lists, recipes, bills, directories, invitations, receipts, letters, résumés, simplified legal texts, short biographical texts, schedules, agendas, warnings) ▪ <i>Expressive</i> (e.g. personal accounts, cards, postcards, notes, letters, e-mail, diaries, journals) ▪ <i>Aesthetic</i> (e.g. myths, legends, tales, fables, poems, lyrics, short stories) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Titles, headings, subheadings ▪ Visual (illustrations, graphics, layout, font and colour) ▪ Beginning, middle, end ▪ Main idea and supporting details ▪ Transitional devices ▪ Order (chronological order, order of importance, logical order) <p>Reading strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prereading</i> (e.g. surveying titles, illustrations, key words, predicting, formulating questions) ▪ <i>While reading</i> (e.g. recognizing formulas and models, skimming, scanning, highlighting, guessing from context, re-reading, adjusting rate, making inferences, pausing and summarizing, using reference materials, making connections) ▪ <i>Post-reading</i> (e.g. developing an initial response, sharing interpretations, refining response, making comparisons, drawing conclusions) 	<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. lists, records, bills, forms, e-mail, ads, memos, notes, messages, announcements, receipts, invitations, letters, schedules, agendas, menus, instructions, directions, posters, notices, flyers, short biographical texts, short reports) ▪ <i>Expressive</i> (e.g. personal accounts, cards, postcards, notes, e-mail, diaries, journal entries) ▪ <i>Aesthetic</i> (e.g. poems) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Titles, headings, subheadings ▪ Visual (illustrations, layout, font and colour) ▪ Beginning, middle, end ▪ Main ideas and supporting details ▪ Transitional devices ▪ Order (chronological order, order of importance, logical order) <p>Writing strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prewriting</i> (e.g. talking, brainstorming, mapping or clustering, listing, free writing) ▪ <i>Composing</i> (e.g. conferencing, using key words, using formulas, models, graphics and visuals, organizing) ▪ <i>Revising for accuracy and clarity</i> (e.g. editing for writing conventions, reading aloud, conferencing, peer reviewing, using reference material) 	<p>The alphabet</p> <ul style="list-style-type: none"> ▪ Upper and lower case <p>Spelling</p> <ul style="list-style-type: none"> ▪ Sound-symbol correspondence ▪ Common irregulars ▪ Capitalization <p>Punctuation</p> <ul style="list-style-type: none"> ▪ End punctuation (period, question mark, exclamation mark) ▪ Initial capitalization ▪ Internal punctuation (e.g. commas, apostrophes) <p>Signs and symbols</p> <ul style="list-style-type: none"> ▪ Logos ▪ Computer icons ▪ Numerals ▪ Pictograms

LANGUAGE FUNCTIONS (comprehension and production)	SOCIOLINGUISTIC FEATURES (comprehension and production)	GRAMMAR and SYNTAX (comprehension and production)	VOCABULARY (comprehension and production)
<ul style="list-style-type: none"> ▪ Introducing, responding to an introduction ▪ Greeting, leave taking ▪ Welcoming ▪ Apologizing ▪ Asking for and giving information ▪ Asking for and giving advice, instructions, directions ▪ Asking about and expressing likes, dislikes, preferences, needs, desires ▪ Asking about and expressing feelings, emotions ▪ Expressing satisfaction, dissatisfaction ▪ Expressing agreement, disagreement ▪ Expressing appreciation, gratitude ▪ Expressing condolences, consoling ▪ Offering, accepting, declining ▪ Inviting, accepting, refusing ▪ Asking for and making suggestions ▪ Requesting, giving permission ▪ Congratulating ▪ Complimenting ▪ Encouraging ▪ Warning ▪ Reprimanding ▪ Describing ▪ Narrating ▪ Reporting ▪ Explaining ▪ Negotiating ▪ Comparing 	<p>Appropriateness to type of situation (degrees of formality)</p> <ul style="list-style-type: none"> ▪ Formal or informal <p>Appropriateness to audience or interlocutor</p> <p>Distance between sender and receiver</p> <ul style="list-style-type: none"> ▪ Close ▪ Familiar ▪ Unfamiliar <p>Audience or interlocutor characteristics</p> <ul style="list-style-type: none"> ▪ Age ▪ Gender ▪ Cultural background ▪ Knowledge and experience ▪ Needs and expectations <p>Social status of participants</p> <ul style="list-style-type: none"> ▪ Equality or neutrality (e.g. colleagues, friends) ▪ Inequality (e.g. supervisor-employee, parent-child) 	<p>Word level</p> <ul style="list-style-type: none"> ▪ Inflections (plurals, tenses, possessives) ▪ Derivations (common prefixes, suffixes) ▪ Basic word classes (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, articles, prepositions) <p>Sentence level</p> <ul style="list-style-type: none"> ▪ Basic word order (affirmative, negative and question formation) ▪ Basic sentence types (simple, compound, complex) ▪ Grammatical functions (declarative, interrogative, imperative, exclamatory) ▪ Grammatical agreement (subject-verb, tense, person) <p>Paragraph level</p> <p>Consistency</p> <ul style="list-style-type: none"> ▪ Person ▪ Tense ▪ Number <p>Coherence</p> <ul style="list-style-type: none"> ▪ Transitional devices (e.g. addition, chronology, comparison and contrast, cause and effect) 	<p>Semantic fields</p> <ul style="list-style-type: none"> ▪ Family and home (e.g. personal information, family members, daily routines and activities) ▪ House and home (e.g. dwellings, rooms, furnishings, household items) ▪ Health and emergencies (e.g. parts of the body, nutrition, common illnesses, medication, emergency situations) ▪ Shopping and banking (e.g. food, clothing, consumer services, banking terms and services) ▪ World of work (e.g. occupations, job search, work environment) ▪ Education (e.g. educational systems, centres, special interest courses) ▪ Community and culture (e.g. citizenship, neighbourhood, public services, multicultural customs and practices) ▪ News (e.g. weather, traffic, sports, current events) ▪ Leisure and entertainment (e.g. hobbies, interests, sports, social or cultural events, travel)

Overview of Presecondary Courses

ENGLISH, LANGUAGE OF INSTRUCTION – PRESECONDARY (7 courses)

COURSE 1 (100 H)	COURSE 2 (100 H)	COURSE 3 (100 H)	COURSE 4 (100 H)
OPENING DOORS	EVERYDAY LIVING	TAKING CHARGE	DISCOVERY AND CHALLENGES
Class of Situations	Classes of Situations	Classes of Situations	Class of Situations
<ul style="list-style-type: none"> ▪ Using language for the essentials of daily life 	<ul style="list-style-type: none"> ▪ Using language in everyday home life ▪ Using language to keep informed about daily news 	<ul style="list-style-type: none"> ▪ Using language to attend to basic health needs ▪ Using language to deal with common emergency situations 	<ul style="list-style-type: none"> ▪ Using language to discover Québec and Canada and their multicultural character
Operational Competencies	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 	<ul style="list-style-type: none"> ▪ Communicates ▪ Acts methodically
Categories of Actions	Categories of Actions	Categories of Actions	Categories of Actions
<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative texts ▪ Reading informative texts ▪ Writing informative 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 texts ▪ Reading informative 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 and expressive texts

COURSE 5 (100 H)	COURSE 6 (100 H)	COURSE 7 (100 H)
STEPPING OUT	LIFESTYLE OPTIONS	ENGAGEMENT AND INVOLVEMENT
Class of Situations	Classes of Situations	Class of Situations
<ul style="list-style-type: none"> ▪ Using language to explore employment and educational options 	<ul style="list-style-type: none"> ▪ Using language for a healthy lifestyle ▪ Using language for consumer transactions 	<ul style="list-style-type: none"> ▪ Using language to fulfill civic and social duties 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 ▪ Acts methodically ▪ Thinks logically 	<ul style="list-style-type: none"> ▪ Communicates ▪ Cooperates ▪ Thinks logically
Categories of Actions	Categories of Actions	Categories of Actions
<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative texts ▪ Reading informative texts ▪ Writing informative and expressive 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 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative texts ▪ Reading informative and expressive texts ▪ Writing informative and expressive texts