

Program of Study

English, Language of Instruction

Subject Area: Language



Secteur de la formation professionnelle et technique et de la formation continue

CCBE
COMMON CORE BASIC EDUCATION

Direction de l'éducation des adultes et de l'action communautaire

Québec 

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Subject Area: Language

English, Language of Instruction

Courses

Literacy

- Discovering the World of Print — ENG B121-4
- Building Foundations — ENG B122-4
- Satisfying Basic Needs — ENG B123-4
- Accessing Services — ENG B124-4
- Leisure and Personal Interests — ENG B125-4
- Community Life — ENG B126-4

Presecondary

- Opening Doors — ENG P101-4
- Everyday Living — ENG P102-4
- Taking Charge — ENG P103-4
- Discovery and Challenges — ENG P104-4
- Stepping Out — ENG P105-4
- Lifestyle Options — ENG P106-4
- Engagement and Involvement — ENG P107-4

Secondary Cycle One

- Informed Choices — ENG 1101-4
- Enjoyment and Entertainment I — ENG 1102-2
- Enjoyment and Entertainment II — ENG 2101-2
- Rights and Responsibilities — ENG 2102-4

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Presentation of the Program of Study

The *English, Language of Instruction* Program of Study totals 1600 hours, covering Literacy, Presecondary and Secondary Cycle One. The program fosters the development of adult learners' capacity to use oral and written language in order to deal competently with the classes of situations targeted by the different courses of the program. These classes of situations group together real-life situations that present certain challenges for adults. In the *English, Language of Instruction* program of study, the challenges that are specifically addressed relate to language proficiency, both oral and written.

In today's world of mass communication and rapid social, cultural and technological change, language proficiency is an imperative for all adults and depends on the development of a repertoire of essential knowledge, skills, strategies and attitudes that make lifelong learning and autonomous adaptation to changing realities a real possibility.

Language in a Situation-Based Approach

It is a fundamental tenet of the *English, Language of Instruction* program of study that language is constructed and develops over time by being used in increasingly varied and complex situations that are relevant and meaningful to adults' real-life experiences, needs and interests. Conversely, the ongoing construction and mobilization of language resources contributes significantly to learners' increasing capacity to deal competently and autonomously

with their real-life situations. The courses therefore provide learners with the opportunity to work with oral and written language, discourse and texts that they encounter in their daily lives in a wide variety of media, both print and electronic. Depending on their situation, adults may, for example, engage in conversations, discussions or commercial transactions. They may listen to weather reports, commercials, public announcements or documentaries. They may read pamphlets, brochures, newspaper reports, classified ads, or editorials. They may keep records and schedules, write agendas, letters of complaint, or personal letters and e-mails. These are all examples of language activities that people do in their daily lives in order to deal competently and effectively with their real-life situations.

It bears noting that the classes of situations targeted by the *English, Language of Instruction* program of study are practical, rich and varied in scope. They are varied insofar as they pertain to a wide range of areas, from personal life to the wider social and political context in which people function. They range from situations of immediate practical concern such as everyday commercial transactions, household management, and civic obligations and emergency situations to situations that are highly exploratory and open-ended such as situations that concern lifestyles, community involvement and exploration of the creative potential of language. In short, the courses in the *English, Language of Instruction* program of study, taken together, respond to the realities of adult learners' diverse real-life situations and foster the development of language required for active, critical participation in society and appreciation of

the rich cultural and literary heritage of the English-speaking community.

Language, Thought and Meaning

The approach to language adopted in the *English, Language of Instruction* program of study is consistent with developments in linguistics, psycholinguistics and sociolinguistics, which emphasize the essentially social and interpersonal nature of language as a tool for making meaning. The meaning-making uses of language have been categorized into three macro-functions: informative, expressive and aesthetic, and appear in the “Categories of Actions” section of the courses.

The informative function involves using language to become informed and to get things done: to make information available by, for example, recording, reporting, classifying, comparing and generalizing, or to influence behaviour, attitudes or opinions by instructing, warning, advising, persuading and so on.

The expressive function involves language that is close to the self and that displays an implicit close relation between speaker and listener, or writer and reader. It is relatively unstructured, since it is characterized by the free flow of ideas and feelings, and is inexplicit, since it relies on a shared context between participants.

The aesthetic function involves using language for its own sake, as an art medium, to create a verbal and written construct that is intended to evoke pleasure, satisfaction and appreciation in the listener/reader. It includes a wide variety of oral and written types of discourse, such as poems and song lyrics, jokes and anecdotes, stories, films, plays and novels.

The Courses of the Program of Study

The table below lists the courses in the *English, Language of Instruction* program of study.

English, Language of Instruction

Literacy ¹	Duration	Presecondary Courses	Duration	Secondary Cycle One Courses	Duration
Discovering the World of Print	100 hrs	Opening Doors	100 hrs	Informed Choices	100 hrs
Building Foundations	100 hrs	Everyday Living	100 hrs	Enjoyment and Entertainment I	50 hrs
Satisfying Basic Needs	100 hrs	Taking Charge	100 hrs	Enjoyment and Entertainment II	50 hrs
Accessing Services	100 hrs	Discovery and Challenges	100 hrs	Rights and Responsibilities	100 hrs
Leisure and Personal Interests	100 hrs	Stepping Out	100 hrs		
Community Life	100 hrs	Lifestyle Options	100 hrs		
		Engagement and Involvement	100 hrs		

The *English, Language of Instruction* courses in the Common Core Basic Education Program are grouped into three levels, each of which is prerequisite to the next: Literacy, Presecondary and Secondary Cycle One. Furthermore, the courses within each level are in order of progressive degrees of difficulty.

The first level of the *English, Language of Instruction* program of study is intended for adults with low literacy skills and lays the foundation for lifelong learning. In the Literacy courses, adults comprehend and produce basic texts related to their everyday real-life situations by appropriating the codes and conventions of oral and written language at a functional level.

1. The Literacy courses total 950 hours: 600 hours in English, Language of Instruction, 300 hours in Mathematics and 50 hours in Computer Technology.

In the Presecondary level, adults are more at ease with the language required to deal with a wider range of real-life situations. The Presecondary courses enable adults to further develop their language knowledge and skills in order to adequately understand and produce simple oral and written texts on familiar topics.

The Secondary Cycle One courses aim to expand the adult learners' language proficiency so as to prepare them to meet the complex challenges they face in their real-life situations. In these courses, adults use diverse language resources to interpret and create a wider variety of oral and written texts to deal effectively with more complex situations.

The completion of the Secondary Cycle One courses serves as a prerequisite for entry into Secondary Cycle Two.

Links between the Program of Study and the Broad Areas of Learning

Language is used in virtually all areas of life. People speak, listen, read and write in order to learn and to communicate with each other about any number of topics. The *English, Language of Instruction* program of study reflects this reality explicitly by addressing classes of situations that are associated with the four broad areas of learning identified in the curriculum.

The educational aim of the broad area of learning *Health and Well-Being* is to sensitize adult learners to matters that concern their health, their well-being and their relationships with others. A number of classes of situations in the *English, Language of Instruction* program of study address these issues.

The broad area of learning *Environmental and Consumer Awareness* aims to help adult learners develop respect for the environment and behave responsibly in their consumer practices. The *English, Language of Instruction* program of study includes several classes of situations related to this area.

The educational aim of the broad area of learning *The World of Work* is to help adult learners plan their formal learning and training in line with their career path. A number of classes of situations in the *English, Language of Instruction* program of study help learners develop the language required to achieve this aim.

Finally, the aim of the fourth broad area of learning *Citizenship* is to help adult learners act responsibly as members of a community and of society by respecting common values and multicultural diversity. Many classes of situations in the *English, Language of Instruction* program of study contribute to this aim.

Thus, the *English, Language of Instruction* program of study as a whole contributes to the achievement of the educational aims of all the broad areas of learning addressed in the Common Core Basic Education Program.

Contribution of the Program of Study to the Orientations of the *Government Policy on Adult Education and Continuing Education and Training*

The program of study respects the orientations of the *Government Policy on Adult Education and Continuing Education and Training* by promoting cultural content, improving the quality of language, developing citizenship and integrating information and communication technology.

Cultural Content

Culture may be broadly understood as the totality of socially transmitted practices, arts, beliefs, institutions and all other products of human work and thought. A culture's values, beliefs and patterns of acting and thinking are never static or fixed, nor are they transmitted as such. Rather, they are shaped and evolve as dynamic systems of meaning that are shared by members of that culture. Language is a dynamic system of meaning-making through which a culture expresses itself and provides opportunities for growth, learning, participation and sharing. By promoting the development of language in a wide variety of situations and areas of life, the *English, Language of Instruction* program of study contributes significantly to the cultural enrichment of its adult clientele.

Furthermore, Québec is evolving as an increasingly pluralistic society that is constantly being enriched and transformed by the cultural and ethnic diversity of its population. This reality is reflected in the classroom learning environment that provides rich contexts for adult learners to explore and discover what is common and what is unique to various cultures. The *English, Language of Instruction* program of study provides specific opportunities for the development

of intercultural awareness. In a democratic and participatory classroom, learners are exposed to art, music, film, and literature, and learn about the customs and traditions of other cultures.

Quality of Language

The *English, Language of Instruction* program of study contributes to the quality of language across the curriculum by providing multiple opportunities for appropriate language use in diverse sender and receiver roles (as speakers, listeners, readers and writers) for a variety of purposes and in a variety of real-life situations from diverse areas of life. The increasing complexity of the classes of situations addressed throughout the courses and the language that learners use in order to function competently in these situations, require the concomitant construction and mobilization of increasingly complex and diverse language resources. As their language develops and extends over a wider range of situations and types of discourse, learners become increasingly aware of the essentially social and interpersonal nature of language and also become more sensitive to the impact on language use of contextual aspects such as social status, familiarity with the audience, culture,

paralinguistic and extra-linguistic features and communicative purposes.

Citizenship

The dimension of citizenship is essential to personal growth, social integration and participation in the democratic life of a society. Many of the classes of situations addressed in the *English, Language of Instruction* program of study target the language required for individuals and groups to become informed about the wider social and political context in which they live, to exercise their rights and responsibilities, to become actively involved in their community and to contribute to social development.

Integration of Information and Communication Technology

Information and communication technology are an integral part of life in the 21st century. The integration of technology into language teaching helps to break down the barriers that face people who have limited access to technology and/or insufficient language proficiency to use it. The *English, Language of Instruction* program of study introduces students to technological resources, such as the Internet, e-mail, word processing and various programs, and provides them with the language needed to communicate in a technological world. The advantages of using technology in the language classroom are numerous. The use of visual text provides immediate access to information and offers students who struggle with print the

opportunity to learn and to actively participate in their own learning, often for the first time. The most valuable contribution of the integration of technology into education is its recognition of and response to the myriad learning styles of the adult clientele.

Course
Discovering the World of Print
ENG-B121-4

Literacy



"Through literacy you begin to see the universe...Between the two there is you, unstoppable."

Grace Slick (1939-)

Presentation of the Course *Discovering the World of Print*

The goal of the course *Discovering the World of Print* is to initiate adult literacy learners to the understanding and use of written discourse in real-life situations related to their immediate environment. They will begin to appreciate the world of print as a powerful tool for the communication of meaning, self-expression and enjoyment.

This course develops adult literacy learners' language proficiency by initiating them to a variety of reading and writing activities that provide them with opportunities to develop their awareness of the

interaction between spoken and written words in their close surroundings.

By the end of the course, adult literacy learners will be able to understand and interpret basic symbols and signs as well as recognize and use some basic, common high-frequency words in their immediate environment. They will, for example, transcribe basic information, write one-word instructions and recognize signs, common words in simple forms, labels or flyers and begin to make associations between the written and spoken word.

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: *Becoming acquainted with written language in the immediate environment*.

This class of situations includes a wide range of personal and social real-life situations that require adults to recognize and begin to use the codes and conventions of written language in their close environment. Dealing competently with these situations requires awareness of basic signs and symbols as well as familiarity with some common high-frequency sight words related to their immediate surroundings. It also requires the ability to understand

and give short, frequently required information and simple instructions.

Some examples of real-life situations include shopping for food, clothes and medication, celebrating special occasions, and locating services.

Class of Situations	Examples of Real-Life Situations
Becoming acquainted with written language in the immediate environment	<ul style="list-style-type: none">▪ Discovering one's neighbourhood▪ Shopping for food▪ Shopping for clothes▪ Shopping for over-the-counter medication▪ Occupying a dwelling▪ Finding one's way around▪ Locating services▪ Celebrating special occasions

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"> ▪ Taking the first steps in reading 	<ul style="list-style-type: none"> ▪ Recognizes basic, common signs and symbols (e.g. traffic signs, warnings, weather forecast symbols) ▪ Recognizes basic, common high-frequency sight words (e.g. Stop, Metro, Danger, Yield) ▪ Reads one-word pictorial instructions (e.g. on, off, press, pull) ▪ Recognizes alphabetical order (e.g. in telephone books) ▪ Recognizes sound-symbol correspondence ▪ Associates spoken words with printed words ▪ Recognizes common words (e.g. bus identification banner, street name) ▪ Reads cardinal points (e.g. N, S, E, W) ▪ Recognizes requests for personal information on short, simple forms (e.g. name, address) ▪ Recognizes symbols and words on signs in public buildings (e.g. exit, stairs, elevators, fire extinguisher) ▪ Recognizes letter symbols on labels, tags (e.g. S, M, L) ▪ Matches pictures and symbols with words and numbers (e.g. in food flyers, clothing ads) ▪ Recognizes months and days on calendars ▪ Identifies common trademarks, brands (e.g. Tylenol) ▪ Recognizes a limited number of common high-frequency sight words in basic high-interest/low-vocabulary adult content books (e.g. Fry, Dolch) ▪ Associates reading and writing modeled through listening to stories ▪ Follows read-aloud illustrated predictable stories

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Taking the first steps in writing 	<ul style="list-style-type: none"> ▪ Writes basic personal data in short, simple forms (e.g. name, address, phone number) ▪ Copies basic, common information (e.g. name and phone number of hospital, doctor) ▪ Writes one-word instructions (e.g. stop, go, turn) ▪ Signs short, simple forms (e.g. first name, family name) ▪ Copies words from pictorial ads (e.g. for food shopping) ▪ Copies appointment dates on calendar ▪ Expresses feelings and thoughts through pictures and storyboards

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

Becoming acquainted with written language in the immediate environment

Categories of Actions

- Taking the first steps in reading
- Taking the first steps in writing

Operational Competencies

Communicates

- Recognizes that written language is a tool for communication
- Determines a purpose for reading or writing

Acts methodically

- Uses print-decoding strategies to make sense of written text
- Uses strategies to encode meaning in the production of written text

Essential Knowledge

- Types of discourse (Informative and expressive)
- Discourse cues and features
- Reading and writing strategies, techniques and procedures
- The writing system
- Language functions
- Vocabulary pertaining to the immediate environment

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 in the class of situations *Becoming acquainted with written language in the immediate environment*, adult literacy learners understand and use basic signs, symbols and words and begin to discover the relationship between written and spoken words in their immediate surroundings. Whether they are interpreting or creating written discourse, adults recognize the communicative value of the written word and determine their own purpose for reading or writing.

They make sense of some simple written texts in their immediate environment by recognizing basic signs and letter symbols, as well as a limited number of common high-frequency sight words in pictorial instructions, ads, simple maps and in basic high-interest/low-vocabulary adult content books. When doing so, they use a variety of print decoding strategies such as recognizing graphophonic cues and sight words and other meaning-making strategies such as visualizing and memorizing.

They also write a restricted number of informative and expressive texts by copying basic data, writing very basic personal information in simple forms, common one-word instructions, as well as producing basic pictorial storyboards to express their thoughts and feelings. When creating such texts, they use strategies to encode meaning, such as copying and making sound-symbol correspondences and observe basic conventions of the writing system, such as handwriting and upper and lower case letters to shape print.

Evaluation Criteria

- Reads frequently encountered or highly predictable texts at a basic functional level
- Writes short routine, formulaic texts at a basic functional level

Operational Competencies

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

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

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is the capacity to express meaning simply and clearly and to understand the basic meaning expressed by others. It is solicited in all real-life situations in which people decode and encode meaning in written texts and is linked to the class of situations *Becoming acquainted with written language in the immediate environment*.

Adult literacy learners exercise their communicative competency by recognizing that written language, as much as oral language, is a tool for communication and by distinguishing different types of written texts according to their communicative function. For example, they realize that an advertisement is intended to sell the reader something, that it has a certain visual layout and that it is likely to include information such as price, location, opening and closing hours, pictures, etc. and may include words such as “sale” in large bold print. They also establish a personal purpose for reading or writing; for example, to obtain or give certain specific information, to understand or give basic instructions.

Contribution of the Operational Competency *Acts Methodically*

The operational competency *Acts methodically* involves the identification and use of appropriate strategies, techniques and procedures in order to achieve a specific purpose. It is solicited in all real-life situations linked to the class of situations *Becoming acquainted with written language in the immediate environment*.

Adults exercise the operational competency to act methodically when they use print decoding strategies such as recognizing graphophonic cues and sight words and other meaning-making strategies such as, memorization, guessing from context and appealing to graphics and pictures. They also use writing strategies, such as copying, checking in a picture dictionary and guessing at spelling by appealing to sound-symbol correspondences.

Essential Knowledge

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

Attitudes

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

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

Complementary Resources

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

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

Contribution of Other Subject Areas

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

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

Andragogical Context

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

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

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

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

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

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

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

Creating a Special Menu

In the class of situations *Becoming acquainted with written language in the immediate environment*, one of the examples of situations is *Shopping for food*.

In the context of Valentine's Day, the adult literacy learners commemorate this special day by planning a potluck lunch for their fellow students. Each student is responsible for choosing a specific food item from supermarket flyers or ads, and copying its name onto menu posters that will be placed around the classroom. In order to function competently in this situation, students reinvest essential knowledge previously constructed (specific vocabulary, alphabet and sound-symbol correspondence) and engage in two categories of actions: taking the first steps in reading and taking the first steps in writing. They start to develop their operational competencies *Communicates* and *Acts methodically* by undertaking the significant actions associated with them.

To introduce the learning situation, the teacher begins by having the class brainstorm the different foods that they like or dislike and which ones would be appropriate to bring to class for the potluck lunch. He or she guides the students in a discussion on how these food items could be divided into three categories. To help them, the teacher provides three separate poster boards that have previously been identified with the names of the three categories: main dishes, side dishes and desserts, with a few examples and illustrations under each one. They continue the discussion by giving examples of foods that could be placed under the groupings. The teacher writes the words on the blackboard, identifying the sounds and asking for repetition.

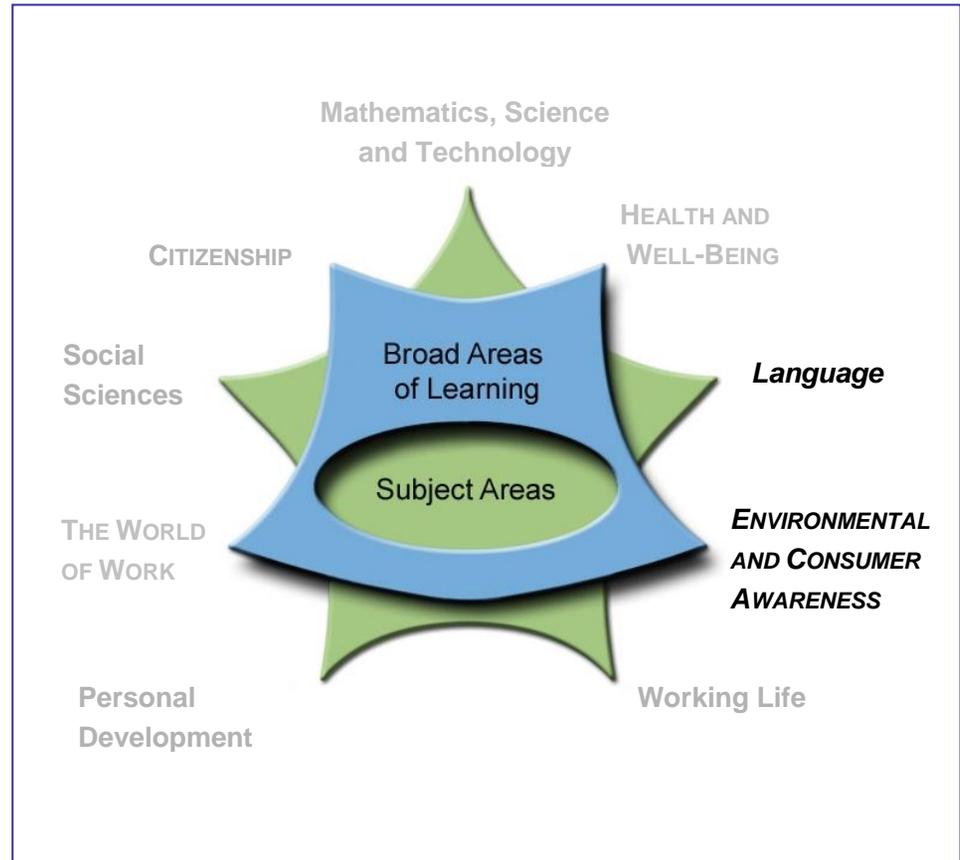
Learners then break into pairs and go through supermarket flyers and ads they have collected and brought to class. Together, the students scan the texts to identify the sounds and letters of the word represented by the picture and reinvest their knowledge by practising sound-symbol correspondence. The teacher moves around the class, monitoring their work and intervening to give help when needed. They continue to decode, matching words and pictures, and each adult chooses a main dish, a side dish or a dessert they intend to bring to class. Once the decision is made, each student dictates to the other the food personally chosen. The partner writes it, trying to reproduce the associated sounds and letters. They then review their answers together, comparing it to the words written on the flyer or ad. The teacher provides feedback or remedial instruction if necessary. At the end, each learner copies the item chosen, in alphabetical order, onto the appropriate poster, attaching the picture next to the word if he or she so wishes. When writing down their preference, they print the words legibly, making sure the spelling is correct. Students are then asked to read aloud the words under each category.

While working on the identification of the printed words, adult literacy learners act methodically by using print-decoding and encoding strategies, such as using graphophonic cues and sight words, as well as other meaning-making strategies, such as appealing to graphics and pictures. They exercise their communicative competency by establishing a purpose for their reading and writing activities, namely to select and identify food items to bring to the potluck lunch.

At the end of the learning situation, the teacher animates a discussion with the whole class on the value of the learning situation. They discuss the information they learned, the strategies they applied, and the problems they encountered. The learners also reflect on the knowledge gained and on the effectiveness of the strategies used. They keep a log of new words learned so as to facilitate any reinvestment and adaptation of constructed knowledge to a real-life situation related to shopping for food.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Becoming acquainted with written language in the immediate environment	
Learning Situation	
Creating a Special Menu	
Categories of Actions	
<ul style="list-style-type: none"> Taking the first steps in reading Taking the first steps in writing 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Acts methodically 	<ul style="list-style-type: none"> Types of discourse (informative) Discourse cues and features Reading and writing strategies, techniques and procedures The sound system The writing system Language functions Vocabulary pertaining to the immediate environment
Complementary Resources	
<ul style="list-style-type: none"> Supermarket flyers and ads 	<ul style="list-style-type: none"> Posters



Course
Building Foundations
ENG-B122-4

Literacy



“Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship.”

Kofi Annan (1938-)

Presentation of the Course *Building Foundations*

The goal of the course *Building Foundations* is to introduce adult learners to the understanding and use of oral and written discourse in real-life situations related to their immediate environment.

This course develops adult literacy learners’ capacity to use language in their immediate environment by engaging them in a variety of simple speaking and listening, reading and writing, activities to decode and encode meaning.

By the end of the course, adult literacy learners will be able to understand and produce some very basic informative, expressive and aesthetic texts related to their immediate environment in order to obtain and give short basic information and instructions, request assistance, and express preferences, satisfaction or dissatisfaction. They will, for example, write rudimentary messages, journal entries and one-step instructions, recognize high-frequency sight words in short notes, labels, and high-interest/low-vocabulary adult content books, as well as understand short announcements and messages.

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 in the immediate environment to decode and encode meaning.*

This class of situations includes a wide range of immediate personal and social situations in which adults are required to decode and encode meaning both orally and in writing. Dealing competently with these situations requires phonemic awareness, familiarity with basic sound-symbol correspondences and the capacity to recognize and use common high-frequency words and routine expressions that they encounter in their immediate surroundings. It also requires the

ability to ask for, obtain and give some basic information and instructions, request assistance and express preferences, satisfaction or dissatisfaction.

Some examples of real-life situations include getting around the community, looking for an apartment, using banking services, preparing meals and taking medication.

Class of Situations	Examples of Real-Life Situations
Using language in the immediate environment to decode and encode meaning	<ul style="list-style-type: none"> ▪ Getting around the community ▪ Shopping for food ▪ Shopping for clothes ▪ Locating people and professionals ▪ Looking for an apartment ▪ Preparing meals ▪ Reporting a crime ▪ Recycling ▪ Taking medication ▪ Going out
Using language in the immediate environment to decode and encode meaning (<i>Continuation</i>)	<ul style="list-style-type: none"> ▪ Socializing with friends and neighbours ▪ Using banking services ▪ Driving ▪ Being in an emergency ▪ Looking for work ▪ Celebrating special occasions

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 the immediate environment to decode and encode meaning 	<ul style="list-style-type: none"> ▪ Introduces oneself or another person ▪ Exchanges basic personal information (e.g. name, address, phone number, status, family members) ▪ Asks for, obtains and gives very basic general information (e.g. apartment size, highway code, appointment time and address) ▪ Asks for, obtains and gives short straightforward instructions (e.g. how to take medication, directions to local shopping centre) ▪ Requests assistance using very basic vocabulary and routine expressions and terms (e.g. from health professionals, law enforcement agents) ▪ Expresses needs using very basic vocabulary and routine expressions and terms (e.g. regarding clothing, shelter, food) ▪ Expresses satisfaction, dissatisfaction or preferences using very basic vocabulary and routine expressions and terms (e.g. regarding restaurants, food, movies)
<ul style="list-style-type: none"> ▪ Listening to informative texts in the immediate environment to decode meaning 	<ul style="list-style-type: none"> ▪ Listens to short television and radio commercials and ads, recognizing familiar strings of words (e.g. prices, names of stores) ▪ Listens to short recorded messages, recognizing familiar strings of words (e.g. business hours, location) ▪ Listens to short announcements, recognizing familiar strings of words (e.g. in-store specials) ▪ Listens to simple oral narratives (e.g. beginner read-aloud books)
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts in the immediate environment to decode meaning 	<ul style="list-style-type: none"> ▪ Reads common signs and symbols (e.g. road signs, warnings, movie and restaurant ratings) ▪ Recognizes common high-frequency sight words (e.g. registered trademarks, “for rent” notices)

Categories of Actions	Examples of Actions
	<ul style="list-style-type: none"> ▪ Recognizes common familiar words (e.g. neighbourhood streets and metro stations) ▪ Reads one-step instructions (e.g. “Boil for 5 minutes”, “Take with water.”) ▪ Finds names and locations in building directories (e.g. of health professionals, services, tenants) ▪ Recognizes basic information in simple schedules, labels (e.g. frequency and dosage of prescription medication, food expiry date, clothing fabric, business hours) ▪ Reads some high-frequency goodwill expressions in cards, notes (e.g. Happy Birthday, Thank you, Get well soon) ▪ Reads short, simple menus with pictures (e.g. on fast-food boards) ▪ Reads common frequency sight words in high -interest/low-vocabulary adult content books (e.g. Fry, Dolch) ▪ Reads requests for personal information on simple common forms (e.g. name, address, phone number, marital status)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts in the immediate environment to encode meaning 	<ul style="list-style-type: none"> ▪ Writes names, addresses, phone numbers in personal phone book (e.g. neighbours, health professionals, local delivery restaurants) ▪ Writes brief reminder notes (e.g. appointments, medication) ▪ Writes short lists of familiar items (e.g. food items) ▪ Writes rudimentary one-step instructions (e.g. “Take out garbage,” “Call doctor”) ▪ Fills out simple common forms (e.g. date/name/location of past job experience on job applications) ▪ Fills out very basic schedules (e.g. hospital appointments, record of child’s medication)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts in the immediate environment to encode meaning (<i>Continuation</i>) 	<ul style="list-style-type: none"> ▪ Writes rudimentary messages (e.g. name, phone number and time of call) ▪ Writes common high-frequency goodwill expressions in cards, notes (e.g. Happy Birthday, Thank you) ▪ Keeps a rudimentary journal (e.g. pictures and short captions)

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 in the immediate environment to decode and encode meaning

Categories of Actions

- Interacting orally in the immediate environment to decode and encode meaning
- Listening to informative texts in the immediate environment to decode meaning
- Reading informative, expressive and aesthetic texts in the immediate environment to decode meaning
- Writing informative and expressive texts in the immediate environment to encode meaning

Operational Competencies

Communicates

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

Acts methodically

- Uses meaning-making strategies, techniques and procedures including print decoding strategies to make sense of written texts
- Uses strategies to encode meaning in the production of written texts
- Uses compensatory techniques to repair communication difficulties
- Observes conventions for initiating, maintaining and closing the exchange

Essential Knowledge

- Types of discourse (informative, expressive and aesthetic)
- Discourse cues and features
- Reading, writing, speaking, listening strategies, techniques and procedures
- The sound system
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary pertaining to the immediate environment

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 in the immediate environment to decode and encode meaning*, adult literacy learners use some very basic language resources such as phonemic awareness and awareness of sound-symbol correspondence to decode and encode meaning. Whether they are producing or understanding very basic oral or written discourse, adults determine a purpose for communicating.

When interacting orally, adult literacy learners use language functions to achieve their communicative purposes, such as to ask for, obtain and give very basic information and instructions, request assistance and express needs and preferences as well as satisfaction or dissatisfaction in matters closely related to their immediate environment. When doing so, they use a range of very basic vocabulary, routine expressions and terms, and elements of the sound system such as appropriate pronunciation and word stress. They listen attentively to their interlocutor and maintain the conversation by responding appropriately to their interlocutor's interventions. They observe appropriate conventions for initiating, sustaining and closing the exchange. They also use extra-linguistic features of oral discourse, for example body language, in addition to compensatory techniques, such as circumlocution and approximation to repair any communication difficulties.

When listening to informative texts, they use listening techniques and recognize discourse cues such as attending to common key words and phrases in short announcements and recorded messages.

They read some informative, expressive and aesthetic texts related to their immediate surroundings by using print decoding strategies such as recognizing sight words and other meaning-making strategies such as visualizing and recognizing formulas and models. They obtain some basic information in simple schedules and labels, follow short instructions, and recognize some high-frequency sight words in cards, personal notes and high-interest/low-vocabulary adult content books.

They also write some informative and expressive texts, such as short lists of familiar items, common high-frequency goodwill expressions, rudimentary messages and journal entries. When producing such texts, they rely on writing models and use elements of the writing system, such as initial capitalization and end punctuation.

Whenever adult literacy learners produce oral or written discourse related to their immediate environment, they respect the sociolinguistic features of discourse by adapting their language to the degree of formality of the situation.

Evaluation Criteria

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

Operational Competencies

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

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

Contribution of the Operational Competency *Communicates*

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

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

Contribution of the Operational Competency *Acts Methodically*

The operational competency *Acts methodically* involves the identification and use of appropriate strategies, techniques and procedures in order to achieve a specific purpose. It is solicited in all real-life situations linked to the class of situations *Using language in the immediate environment to decode and encode meaning*.

Adults act methodically when they use print-decoding strategies, techniques and procedures, such as recognizing sight words and syntactical cues, and other meaning-making strategies, such as rereading and referring to existing knowledge. Adults also act methodically when they observe conventions for initiating, sustaining and closing the exchange and use compensatory techniques, such as circumlocution and approximation, to repair any communication difficulties.

Essential Knowledge

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

Attitudes

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

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

Complementary Resources

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

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

Contribution of Other Subject Areas

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

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

Andragogical Context

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

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

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

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

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

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

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

Identifying Prescription Labels

In the class of situations *Using language in the immediate environment to decode and encode meaning*, one of the examples of situations is *Taking medication*.

Considering the year-round problems encountered with allergies, the flu, or rashes, a short television commercial or magazine ad serves as a springboard for discussion on the difficulties encountered when taking prescription medications. To deal competently with this real-life situation, adult literacy learners engage in different learning activities in order to recognize specific information on prescription labels. In this learning situation, students fill in personal drug profile cards with key information found on prescription labels. While doing so, they engage in three categories of actions : interacting orally, reading to decode meaning and writing to encode meaning. They also call upon and further develop their operational competencies *Communicates* and *Acts methodically* by engaging in the significant actions associated with them.

The first learning activity consists of a brainstorming session in which the teacher elicits from the learners the type of information that is usually found on a medicine label. He or she asks the appropriate questions (e.g. What type of medication have you taken? How often? How much? How did you take it?) to activate their existing knowledge and experience. With guidance from the teacher, adults identify various elements that are commonly found on a prescription label. As they provide their answers, the teacher writes on the board the appropriate vocabulary associated with the information they are supplying, such as dosage, frequency and so on.

The teacher then uses multimedia support, such as an overhead projector, to teach the learners how to locate the important information on medicine labels. He or she instructs them to recognize key vocabulary and language structures, such as the name of the person for whom the prescription is prepared, the name and phone number of the pharmacist, the name of the doctor, the dosage, the instructions and the expiry date. The teacher presents different strategies, such as word recognition, visualizing and recognizing models, and together they discuss the most appropriate ones to use and how to apply them in order to decode and encode meaning. To help reinforce the specific vocabulary and related abbreviations, the teacher gives students cloze and matching exercises that they complete individually and then compare and discuss with a partner. The teacher moves around the class observing and helping the learners.

For the third learning activity, the teacher distributes empty prescription bottles or packages (brought in by students) or photocopies of drug labels. He or she also provides them with blank personal drug profile cards that they will have to fill in with the pertinent information from the labels.

The following table is meant to serve as an example only:

Personal drug profile card: _____
(Name)

Name of medication	Dosage	Frequency	Instructions
-----	<i>One tablet</i>	<i>Twice a day</i>	<i>Take with food</i>
Medication 1			
Medication 2			

Learners scan the labels to locate the specific information and write it on the card so as to create a personal reminder of the essential facts to retain when taking medication. In pairs, they then review each other’s card and provide feedback.

While brainstorming in a large group or collaborating in pairs, adult literacy learners exercise their communicative competency by determining a purpose for communicating, for example, providing information about their experiences with taking medication and listening attentively to their interlocutor when receiving feedback. They use simple features of oral discourse, such as proper articulation and pace, and appeal to compensatory techniques, such as approximation, to repair any communication difficulties they may encounter. When deciphering labels and filling out cards, they act methodically by applying appropriate reading and writing strategies, techniques and procedures such as memorizing and using models.

At the end of the learning situation, the teacher animates a discussion with the whole class on the value of the learning situation. They discuss the information they learned, the strategies they applied, and the problems they encountered. The learners also reflect on the knowledge gained and on the effectiveness of the strategies, techniques and procedures used. They keep a log of new words learned to facilitate any reinvestment and adaptation of constructed knowledge to a real-life situation related to taking medication.

Elements of the Course Addressed by the Learning Situation

Class of Situations

Using language in the immediate environment to decode and encode meaning

Learning Situation

Identifying Prescription Labels

Categories of Actions

- Interacting orally in the immediate environment to decode and encode meaning
- Reading informative, expressive and aesthetic texts in the immediate environment to decode meaning
- Writing informative, expressive and aesthetic texts in the immediate environment to encode meaning

Operational Competencies

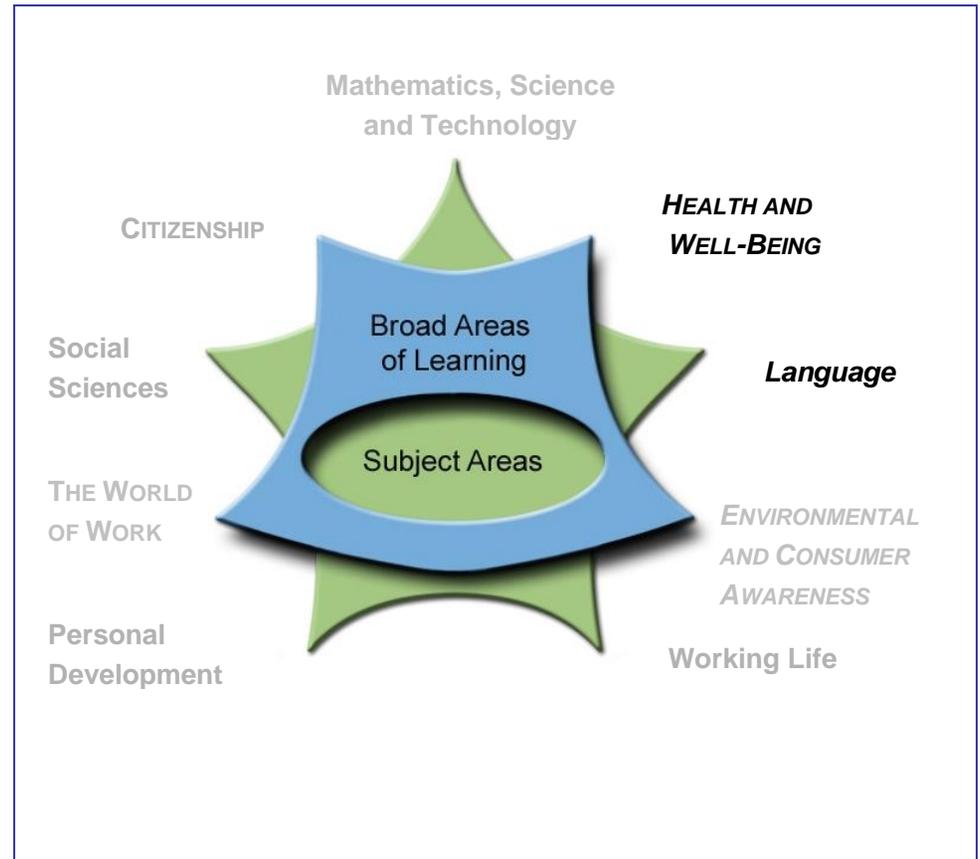
- Communicates
- Acts methodically

Essential Knowledge

- Types of discourse (informative)
- Discourse cues and features
- Speaking, listening, reading, writing strategies, techniques and procedures
- The sound system
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary pertaining to the immediate environment

Complementary Resources

- | | |
|---|-------------------------------|
| ▪ Copies of prescription drugs labels | ▪ Writing models |
| ▪ Empty prescription bottles and packages | ▪ Multimedia support material |



Course
Satisfying Basic Needs
ENG-B123-4

Literacy



“Literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens.”

President Bill Clinton (1946-)

Presentation of the Course *Satisfying Basic Needs*

The goal of the course *Satisfying Basic Needs* is to help adult literacy learners use oral and written discourse to deal competently with real-life situations related to the basic necessities of everyday living.

This course develops adult literacy learners’ language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide them with an opportunity to put very basic language skills into practice in situations related to satisfying the basic requirements of everyday life.

By the end of the course, adults will be able to understand and produce some short, basic informative, expressive and aesthetic

texts in order to satisfy basic needs. They will, for example, write goodwill expressions in cards, keep a basic journal, fill out simple forms as well as produce basic lists, messages and notes. They will also understand simple schedules and instructions, identify specific information in ads and flyers, read simple illustrated stories and understand some specific information in radio and television weather and traffic reports. When interacting orally, they will be able to ask for, obtain and give basic information, instruction and advice, state needs, express satisfaction or dissatisfaction, request assistance and share personal experiences related to satisfying basic needs.

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 satisfy basic needs*.

This class of situations includes a wide range of real-life situations in which adults are required to use basic oral and written discourse related to satisfying basic needs. Dealing competently with such situations requires adults to be familiar with basic common vocabulary related to satisfying basic needs, use a variety of meaning-making strategies and be familiar with a wider range of the forms and conventions of written language in order to ask for,

understand and give basic information, instructions and advice, state needs, request assistance, express satisfaction or dissatisfaction and share personal experiences, ideas and feelings.

Some examples of real-life situations include looking for work, finding affordable housing, consulting health professionals, preparing meals, and using public transportation.

Class of Situations	Examples of Real-Life Situations
Using language to satisfy basic needs	<ul style="list-style-type: none"> ▪ Using public transportation ▪ Looking for work ▪ Working part-time ▪ Consulting health professionals ▪ Finding affordable housing/daycare ▪ Parenting ▪ Finding best buys ▪ Using the telephone ▪ Preparing/ordering meals ▪ Keeping informed about weather/news/sports ▪ Paying bills ▪ Dealing with emergency situations

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 satisfy basic needs 	<ul style="list-style-type: none"> ▪ Requests assistance in an emergency situation using basic vocabulary, routine expressions and terms (e.g. when reporting a theft, car accident) ▪ Asks for, obtains and gives basic instructions (e.g. regarding food preparation, telephone use) ▪ Asks for, obtains and gives basic information and advice (e.g. regarding bus routes, restaurant food) ▪ Expresses needs using c basic vocabulary, routine expressions and terms (e.g. housing/health problem) ▪ Expresses satisfaction, dissatisfaction and needs using vocabulary and routine expressions and terms (e.g. daycare costs/schedules) ▪ Shares personal experiences (e.g. restaurant service, store refund practices) ▪ Shares feelings and emotions
<ul style="list-style-type: none"> ▪ Listening to informative texts to satisfy basic needs 	<ul style="list-style-type: none"> ▪ Listens to television and radio reports, recognizing common vocabulary and routine expressions and terms (e.g. weather, traffic) ▪ Listens to television and radio commercials, recognizing common vocabulary and routine expressions and terms (e.g. regarding sales promotions, job postings) ▪ Listens to basic announcements, recognizing common vocabulary and routine expressions and terms (e.g. in bus and train stations)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts to satisfy basic needs 	<ul style="list-style-type: none"> ▪ Reads ads, flyers, coupons to locate specific information (e.g. brand names and prices, rentals) ▪ Reads very simple schedules, locating specific information (e.g. movies, bus, primary school timetables, garbage pick-up, public pool hours) ▪ Reads simple maps and symbols (e.g. bus and metro) ▪ Reads utility bills and fines to locate specific information (e.g. electricity, gas, phone, parking tickets) ▪ Reads simple messages, notes and notices for specific information (e.g. telephone messages, teacher's requests, locations of community events) ▪ Reads short two- to-three step instructions with pictures (e.g. simple recipes on packages, microwave cooking instructions, vending machine instructions) ▪ Locates specific services in community phone books (e.g. community centre, CLSC, library, daycare) ▪ Reads goodwill expressions in cards and notes (e.g. Congratulations, Get well, Thanks, Miss you) ▪ Reads very simple illustrated children's stories ▪ Reads basic high-interest/low-vocabulary adult content books

Categories of Actions	Examples of Actions
<ul style="list-style-type: none">▪ Writing informative and expressive texts to satisfy basic needs	<ul style="list-style-type: none">▪ Writes basic lists (e.g. shopping lists)▪ Writes basic messages and notes (e.g. regarding child's absence from school, lost and found items)▪ Writes basic, short instructions (e.g. simple directions to one's house)▪ Writes basic schedules (e.g. children's medication, after school activities)▪ Fills out simple forms (e.g. change of address, video club registration)▪ Writes goodwill expressions in cards, notes (e.g. Congratulations, Get well, Thank you, Miss you)▪ Writes cheques (e.g. rent, instalment payments)▪ Keeps a basic journal (e.g. pictures with short captions)

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 satisfy basic needs

Categories of Actions

- Interacting orally to satisfy basic needs
- Listening to informative texts to satisfy basic needs
- Reading informative, expressive and aesthetic texts to satisfy basic needs
- Writing informative and expressive texts to satisfy basic needs

Operational Competencies

Communicates

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

Acts methodically

- Uses meaning-making strategies, procedures and techniques including print-decoding strategies to make sense of written texts
- Uses strategies, techniques and procedures to encode meaning in the production of written texts
- Uses compensatory techniques to repair communication difficulties
- Observes conventions for initiating, sustaining and closing the exchange

Essential Knowledge

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

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 satisfy basic needs*, adults use some very basic language resources to decode and encode meaning. They begin to read and write very simple messages. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adult literacy learners use language functions to achieve their communicative purposes such, as to ask for, obtain and give very basic information, instructions, and advice. They state needs, request assistance, express satisfaction or dissatisfaction, using common, basic vocabulary and some routine expressions and terms and share feelings and personal experiences on matters related to their basic needs. They listen attentively to their interlocutor, maintain conversation by responding appropriately to their interlocutors' interventions and observe appropriate conventions for initiating, sustaining and closing the exchange. They use features of oral discourse such as body language and eye contact to enhance the effectiveness of their communication. If necessary, they use compensatory techniques such as circumlocution and approximation to repair communication difficulties.

When listening to informative texts, such as basic simple instructions and directions or radio and television weather reports, they use techniques such as predicting and identify discourse cues, such as keywords and phrases, to help construct meaning.

In the process of reading, adult literacy learners show awareness of sound-symbol correspondence and the relationship between the printed word and the spoken word. They use print-decoding strategies, such as recognizing sight words and syntactical cues, and other meaning-making strategies, such as setting a purpose, using graphics and pictures, recognizing textual cues and referring to existing knowledge. They understand key words and phrases in such informative texts as basic schedules, simple messages and short, illustrated instructions and recognize common, familiar street names and metro stops in simple metro maps. They find specific information in simple texts with a clear layout. They read expressive texts, such as goodwill expressions in cards, and aesthetic texts, such as short, simple, illustrated children's stories and high-interest/low-vocabulary adult content books.

When writing, adult literacy learners use pre-writing techniques, such as brainstorming to explore and organize ideas, and continue to develop and apply writing techniques and procedures, such as using simple writing conventions or appealing to models. They write informative and expressive texts, such as basic messages, notes, and journal entries, keep basic lists and fill out simple forms, using correct grammar, syntax and conventions of the writing system, such as correct punctuation and spelling.

When speaking or writing, adult literacy learners respect the sociolinguistic features of discourse by adapting their language to the level of formality of the situation. They understand and use vocabulary associated with satisfying basic needs.

Evaluation Criteria

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

Operational Competencies

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

In this course, only the following operational competencies are addressed: *Communicate* and *Acts methodically*.

Contribution of the Operational Competency *Communicates*

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

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

Contribution of the Operational Competency *Acts Methodically*

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

Adults act methodically when they use print-decoding strategies, techniques and procedures, such as recognizing sight words and syntactical cues, and other meaning-making strategies, techniques and procedures such as rereading and referring to existing knowledge. Adults also act methodically when they observe conventions for initiating, sustaining and closing the exchange and use compensatory techniques, such as circumlocution and approximation, to repair any communication difficulties.

Essential Knowledge

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

Attitudes

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

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

Complementary Resources

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

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

Contribution of Other Subject Areas

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

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

Andragogical Context

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

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

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

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

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

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

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

The Note

In the class of situations *Using language to satisfy basic needs*, one of the examples of real-life situations is *Working part-time*.

As a warm-up activity, the teacher shows a picture of an adult worker giving a note to his or her superior. The instructor leads a discussion with the class on the many purposes a note can serve, emphasizing the important role that language plays in communicating information. In order to deal competently with this real-life situation, adult literacy learners engage in different learning activities in order to produce a note explaining an absence. To do so, they use reading, writing, speaking and listening resources and reinvest essential knowledge, such as vocabulary, phonemic awareness and writing conventions, constructed in previous learning situations. In this learning situation, adult literacy learners engage primarily in two categories of actions: reading and writing to satisfy basic needs. They call upon their operational competencies *Communicates* and *Acts methodically* and further develop them by engaging in the significant actions associated with them.

To begin, the teacher leads a discussion with the whole class on the contents of the note, eliciting from the learners the specific information that must be included: the date, the name of the person for whom the note is intended, the clear message and the name of the person who wrote the note. The teacher then provides the learners with a model of a very short, simple note and asks them to read it individually. To help with this activity, the teacher first reviews previously learned meaning-making strategies and encourages them to explore new ones. For example, before reading the entire note, the adults skim or scan the note to identify the location of the

specific information contained in the text, thereby appropriating the idea that a written text is always organized according to certain discourse conventions. They are encouraged to look for familiar vocabulary and recognize textual cues. For example, “Dear___” signals that the message will follow and “Sincerely,” signals the end of the note. The teacher moves around the class observing and helping the learners individually, encouraging them to refer to their existing knowledge of the language and reading strategies and to construct new ones. The teacher listens to the learners as they read the text aloud and instructs them on sound/symbol correspondence when necessary.

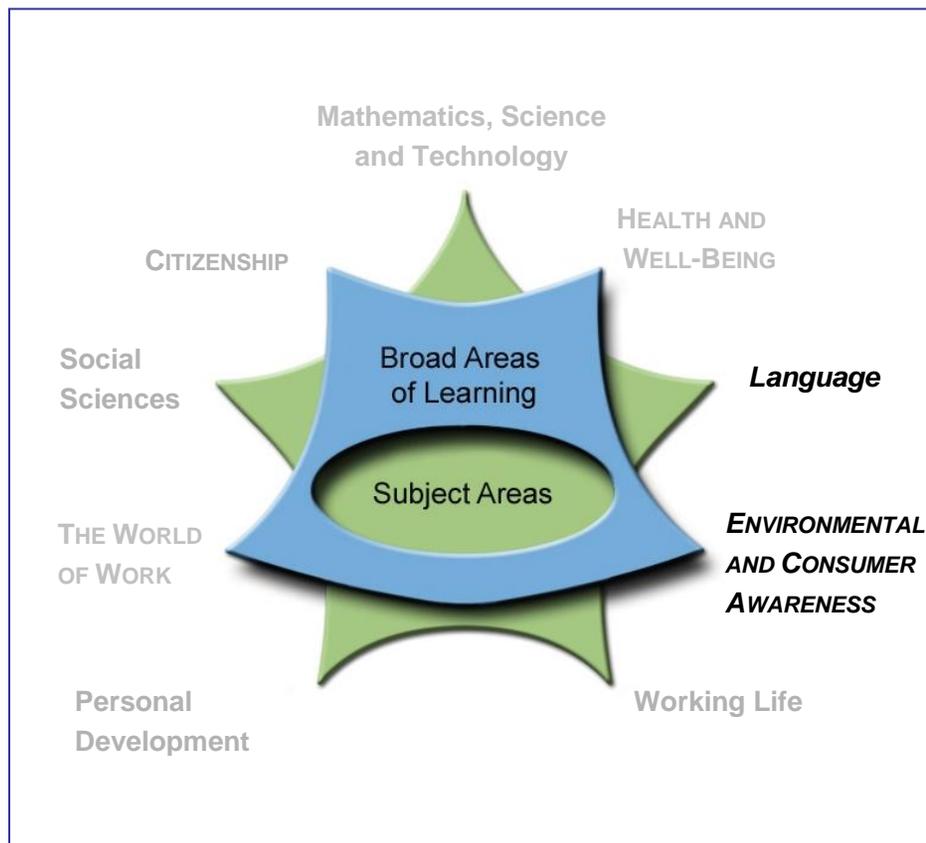
To prepare for the writing activity, the teacher organizes the learners in groups of three or four and asks them to discuss the purpose of their note, the audience for whom it is intended and the specific information that must be included. The teacher moves from group to group, encouraging them to verbalize the content of the message that they want to include. Using the model as an aid to their writing, each learner then individually composes a note explaining an absence. In the note, the learners must write the current date, the name of the addressee, one or two simple sentences stating the reason for the absence, as well as their signature. The teacher introduces the learners to some very basic writing techniques and procedures. For instance, the learners must use simple writing conventions correctly (e.g. capitalization, spelling, punctuation). The instructor then distributes written exercises that teach and reinforce how to write the date with the proper capitalization, spelling and punctuation. To make certain that the information in their note is

complete, the teacher asks the learners to make a simple checklist of the types of information that must be included in a note. In pairs, the learners correct their partner's note, using their checklist, consulting material resources such as a beginner's dictionary to ensure correct spelling or asking the teacher for verification of correct sentence structure. They then rewrite their notes, incorporating the corrections.

At the end of the learning situation, the teacher animates a discussion with the whole class on the value of the learning situation. They discuss the information they learned, the strategies they applied, and the problems they encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously prepared by the teacher. The learner also reflects on the knowledge gained and on the effectiveness of the strategies used. They then record their reflections in their journals (e.g. with pictures and a few short sentences) so as to facilitate any reinvestment and adaptation of constructed language knowledge in a real-life situation of working part-time.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Using language to satisfy basic needs	
Learning Situation	
The Note	
Categories of Actions	
<ul style="list-style-type: none"> Reading informative, expressive and aesthetic texts to satisfy basic needs Writing informative and expressive texts to satisfy basic needs 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Acts methodically 	<ul style="list-style-type: none"> Types of discourse (informative and expressive) Discourse cues and features Reading and writing strategies, techniques and procedures The sound system The writing system Language functions Sociolinguistic features Grammar and syntax Vocabulary pertaining to satisfying basic needs
Complementary Resources	
<ul style="list-style-type: none"> Beginners' dictionaries Spelling reference books 	<ul style="list-style-type: none"> Beginners' grammar reference books Writing models



Course
Accessing Services
ENG-B124-4

Literacy



“Literacy is... the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

Kofi Annan (1938-)

Presentation of the Course *Accessing Services*

The goal of the course *Accessing Services* is to help adult literacy learners use oral and written discourse to deal competently with real-life situations related to obtaining access to public services.

This course develops adult literacy learners' language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide them with an opportunity to put basic language skills into practice in situations related to contacting and using the public resources in their communities.

By the end of the course, adults will be able to understand and produce some basic informative discourse related to accessing public services. They will, for example, produce short, plain texts such as notes and notices, keep simple records and fill out simple forms. They will also understand some basic information in texts such as schedules and public announcements containing familiar, concrete language. They will locate some specific information in written texts such as directories, ads and flyers and will be able to ask for, obtain and give basic information, instruction and advice, state needs, request assistance and express satisfaction or dissatisfaction with respect to accessing public services.

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 access public services.*

This class of situations includes a wide range of familiar real-life situations in which adults are required to use simple oral and written discourse related to accessing public services. Dealing competently with such situations requires adults to decode and locate specific information contained in written texts and to write simple messages and fill out forms related to accessing public services. In their oral interactions, they use common, everyday vocabulary and simple language structures to ask for, obtain and give basic information,

instructions and advice, state needs, request assistance, and express feelings, opinions, satisfaction or dissatisfaction.

Some examples of real-life situations include contacting legal aid, accessing social services or public transportation, and finding out about garbage collection.

Class of Situations	Examples of Real-Life Situations
Using language to access public services	<ul style="list-style-type: none"> ▪ Accessing health care services ▪ Accessing public transportation ▪ Accessing services for work-related injuries ▪ Accessing social services ▪ Accessing popular educational services ▪ Accessing employment services ▪ Accessing customer services ▪ Finding out about garbage collection and recycling services ▪ Contacting legal aid services ▪ Using postal services ▪ Using banking services ▪ Using daycare services ▪ Using library services ▪ Using recreational services

Categories of Actions

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

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Interacting orally to access public services 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives basic information (e.g. from health care professionals, service representatives) ▪ Expresses satisfaction, dissatisfaction (e.g. regarding mail delivery, customer service) ▪ Requests assistance (e.g. telephone operator, bank teller) ▪ Asks for, obtains and gives basic instructions and advice (e.g. on locations, how to access workmen's compensation) ▪ Expresses needs using basic vocabulary and some routine expressions and terms (e.g. concerning health, legal aid, educational services) ▪ Expresses opinions (e.g. regarding health services) ▪ Shares feelings and emotions
<ul style="list-style-type: none"> ▪ Listening to informative texts to access public services 	<ul style="list-style-type: none"> ▪ Listens to public announcements for specific, basic information (e.g. arrivals/departures) ▪ Listens to recorded messages for specific information (e.g. opening/closing hours) ▪ Listens to short, basic instructions (e.g. telephone recordings)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative texts to access public services 	<ul style="list-style-type: none"> ▪ Reads short instructions (three- to- five steps) with pictures (e.g. regarding garbage disposal, recycling) ▪ Reads ads and flyers for specific information (e.g. dates, fees, locations) ▪ Reads short, simple forms (e.g. school registration, library membership) ▪ Reads simple notes, posters and notices for specific information (e.g. pertaining to libraries, hospitals, community centres, recycling) ▪ Reads simple schedules, fares/fees (e.g. for bus, train, pools) ▪ Locates specific information in directories, ads and flyers (e.g. department store flyer, Yellow Pages)
<ul style="list-style-type: none"> ▪ Writing informative texts to access public services 	<ul style="list-style-type: none"> ▪ Fills out simple forms (e.g. pertaining to postal services, school registration, job applications, licenses) ▪ Keeps simple records (e.g. regarding medications, immunizations) ▪ Writes short, plain messages (e.g. to work colleague) ▪ Writes three- or four- step instructions (e.g. to babysitter, caregiver) ▪ Writes simple schedules (e.g. regarding library activities and programs)

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 access public services

Categories of Actions

- Interacting orally to access public services
- Listening to informative texts to access public services
- Reading informative texts to access public services
- Writing informative texts to access public services

Operational Competencies

Communicates

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

Acts methodically

- Uses meaning-making strategies, techniques and procedures including print-decoding strategies
- Uses strategies, techniques and procedures to encode meaning in the production of written texts
- Uses compensatory techniques to repair communication difficulties
- Observes conventions for initiating, sustaining and closing the exchange

Essential Knowledge

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

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 access public services*, adult literacy learners use basic language skills and continue to read and write simple texts with more confidence. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adult literacy learners use a variety of language functions to achieve their communicative purposes, such as asking for and giving basic information, instructions, and advice. They state needs, request assistance, express satisfaction or dissatisfaction, using basic vocabulary and routine expressions, and share feelings and personal experiences on matters related to accessing public services. They listen attentively to their interlocutors, maintain conversation by responding appropriately to their interlocutor's interventions and observe the appropriate conventions for initiating, sustaining and closing the exchange. They use features of oral discourse, such as articulation, volume and tone, to enhance the effectiveness of their communication. If necessary, they use compensatory techniques, such as circumlocution and approximation, to repair communication difficulties.

When listening to informative texts such as short, basic instructions, adult literacy learners use listening techniques, such as guessing from context, and attend to discourse cues, such as keywords and phrases, in order to obtain specific information from public announcements.

While reading, adult literacy learners use their knowledge of sound-symbol correspondence to make sense of print. They use print-decoding strategies, such as recognizing sight words and syntactical cues, and other meaning-making strategies, techniques and procedures such as referring to their existing knowledge, self-questioning, and rereading. They read informative texts such as ads, flyers and directories to find specific information, three- to five-step sequential instructions with pictures, simple notes, posters, schedules and short forms.

When writing, adult literacy learners use pre-writing techniques, such as brainstorming, and continue to develop and apply writing techniques and procedures such as observing basic writing conventions and rereading their drafts. They write informative texts such as short, plain messages three-to four-step instructions and basic schedules, using simple grammatical structures and vocabulary. They also keep simple records and fill out simple forms, observing writing conventions such as correct punctuation and spelling.

Adult literacy learners respect the sociolinguistic features of discourse by adapting their language to the level of formality of the situation. They understand and use vocabulary associated with accessing public services.

Evaluation Criteria

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

Operational Competencies

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

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

Contribution of the Operational Competency *Communicates*

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

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

Contribution of the Operational Competency *Acts Methodically*

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

Adults act methodically when they use print-decoding strategies, techniques and procedures such as recognizing sight words and syntactical cues, and other meaning-making strategies, techniques and procedures, such as rereading and referring to existing knowledge. Adults also act methodically when they observe conventions for initiating, sustaining and closing the exchange and use compensatory techniques, such as circumlocution and approximation, to repair any communication difficulties.

Essential Knowledge

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

Attitudes

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

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

Complementary Resources

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

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

Contribution of Other Subject Areas

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

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

Andragogical Context

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

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

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

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

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

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

Learning Situation

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

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

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

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

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

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

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

Example of a Learning Situation

The Train Reservation

In the class of situations *Using language to access public services*, one of the examples is *Using public transportation*.

Referring to the upcoming field trip to another city in which the students are participating, the teacher leads a discussion on the importance of careful planning for such an activity, focusing especially on the importance of obtaining the information necessary to make a train reservation and emphasizing the important role that language plays in communicating information. In order to deal competently with this real-life situation, adult literacy learners engage in different learning activities in order to make their travel arrangements. To do so, they use reading, writing, speaking and listening resources and reinvest essential knowledge, such as vocabulary and elements of the sound system constructed in previous learning situations. In this learning situation, adult literacy learners engage in two categories of actions: reading and interacting orally to access public services. They call upon their operational competencies *Communicates* and *Acts methodically* and further develop them by engaging in the significant actions associated with them.

To begin, the teacher, together with the class, establishes the time of departure as Friday evening and a return time as Sunday evening before six o'clock. The teacher then leads a brainstorming session to elicit from the adult literacy learners what factors they need to consider before carrying out their task. The teacher encourages them to activate their existing knowledge, to identify what information they need to obtain and to predict what information they may expect to find when making travel arrangements. To help them

with this learning activity, the teacher writes the list of their suggestions on the board and leads a discussion with the class on the pertinence of each suggestion. They conclude that they need to obtain information such as the exact times of arrival and departure, the train number, the gate number and the cost of a round-trip ticket. To help them build new vocabulary and terms related to travel arrangements (e.g. economy class, passenger, adult, child, student, date, fare, and discount), the teacher involves the adults in learning activities, such as word games (e.g. crossword puzzles, word search problems) or exercises (e.g. cloze exercises) that the teacher has already prepared.

To prepare for the first reading activity, the teacher groups the learners in pairs and distributes a very simplified version of the train schedule that she/he will have adapted for the route. The learners read the schedule individually, and in pairs compare their comprehension. The teacher walks around the class encouraging the learners to apply their knowledge of reading techniques and proposes new strategies, techniques, and procedures if necessary.

Then the teacher guides the whole class on how to scan the page in order to see how the information is organized, pointing out how to use discourse cues such as titles and headings to find specific information. As well, the teacher discusses the use of graphics as a method of displaying information, pointing out that information in schedules or timetables may be read horizontally or vertically.

The teacher then distributes another schedule, perhaps a bus schedule, in a slightly different format, so that students can compare

the two and formulate some generalizations about what schedules look like. The teacher reviews print-decoding strategies, such as word-recognition, to help the learners read for specific information (e.g. days of the week) and introduces the use of abbreviations and digital time in schedules and timetables, providing appropriate exercises for learners to practice decoding and encoding strategies and construct new knowledge regarding abbreviations and digital time.

In the next activity, the teacher distributes a fictitious train schedule, with some of the essential information missing (e.g. an arrival time, or a train number, etc.). Individually, the students listen to a recorded telephone exchange between a customer and a ticket agent, in which the customer asks for information about travel times, days of the week, fares, etc. and the agent gives them information. The students' task is to fill in the missing information in their schedules. This activity helps them to associate information given in spoken and written forms. It puts them in a situation where real information is being exchanged and gives them a realistic purpose for listening and reading, namely, to obtain information. The tape can be played a second time, to facilitate the students' task. After they have filled out their schedules, they compare their answers with a partner. There may be discrepancies, and they should identify these. The teacher then plays the tape a final time, and students will probably be able to resolve the discrepancies.

The teacher then distributes a printed copy of the telephone exchange and students read along silently while they listen to the tape. This again reinforces the connection between the written and spoken words. Students can underline words that they don't recognize, and afterwards the teacher can address questions and help them with decoding strategies, techniques and procedures.

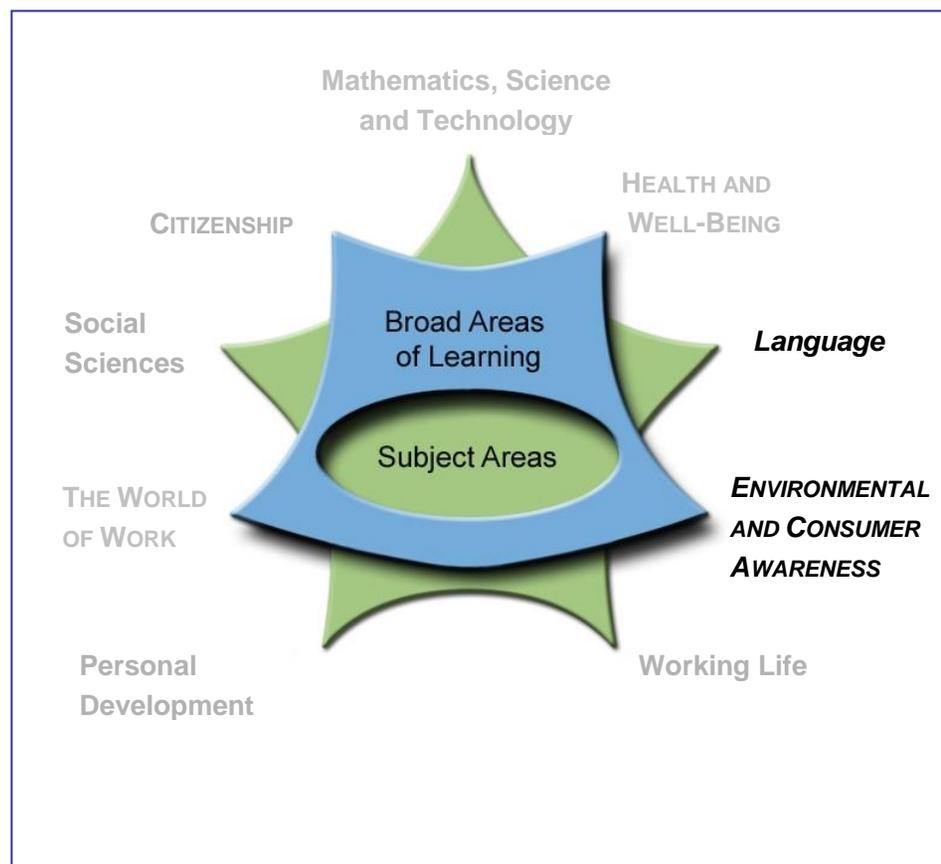
In the final activity, the students engage in a paired role-play, in which one of them plays a customer and the other a ticket agent. They use the former exchange as a model, perhaps acting out the model with each other first. Then the teacher sets the problem and its constraints (e.g. the customer wants to go to Toronto on a weekday and return on a weekday, they have to be there by a certain time, and they have to be back at home by a certain day and time, etc.). The ticket agents have a schedule (which they don't show to their partner). The pairs then role-play the conversation, with the customer asking questions, expressing needs and preferences, and the ticket agent giving information, making suggestions on the basis of the information given in the schedule. When interacting, they have to listen carefully to their interlocutor to make sure they understand the question or the answer. They have to respond appropriately to their interlocutors' interventions, follow turn-taking rules and repair any communication difficulties by asking for repetition or reformulating. Their conversation demonstrates the sociolinguistic features (e.g. politeness, degree of formality) appropriate to an exchange between a customer and a salesperson. By the end of the exchange, the customer has to make a decision about which train trip to reserve. A second role-play can also be introduced so that students can reverse their role as customer or travel agent. This time, the problem and constraints, as well as the schedule, would be slightly different.

At the end of the learning situation, the adult literacy learners come together in one large group and discuss with the teacher the value of the learning situation. They discuss the information they learned, the strategies, techniques and procedures they applied and the problems they encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously

prepared by the teacher. The learner also reflects on the knowledge gained and on the effectiveness of the strategies, techniques and procedures used to facilitate any reinvestment and adaptation of constructed language knowledge to a real-life situation.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Using language to access public services	
Learning Situation	
The Train Reservation	
Categories of Actions	
<ul style="list-style-type: none"> Interacting orally to access public services Reading informative texts to access public services 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Acts methodically 	<ul style="list-style-type: none"> Types of discourse (informative) Oral and written discourse cues and features Speaking, listening, reading and writing strategies, techniques and procedures The sound system The writing system Language functions Sociolinguistic features Grammar and syntax Vocabulary related to transportation
Complementary Resources	
<ul style="list-style-type: none"> Authentic teaching materials (e.g. schedules, calendars) 	



Course
Leisure and Personal Interests
ENG-B125-4

Literacy



“When we engage in what we are naturally suited to do, our work takes on the quality of play and it is play that stimulates creativity.”

Linda Naiman

Presentation of the Course *Leisure and Personal Interests*

The goal of the course *Leisure and Personal Interests* is to help adult literacy learners use oral and written discourse to deal competently with real-life situations related to their leisure time and activities.

This course develops adult literacy learners' language proficiency by involving them in a variety of listening, speaking, reading and writing activities that provide an opportunity to put basic language skills into practice in order to enjoy leisure activities and discover or develop personal interests.

By the end of the course, adult literacy learners will be able to understand and produce basic informative, expressive and aesthetic texts related to leisure and personal interests. They will become

familiar with and use a wider range of basic language skills to construct meaning from oral and written texts, such as posters, simple timetables and short, simple reviews or leaflets. Although still at a functional level, they will increase their ability to communicate both orally and through writing by expressing their thoughts, needs, preferences and views pertaining to their personal interests. In addition, they will be initiated to the creative use of language by reading or listening to short, simple stories and poems and producing some of their own. They will expand their vocabulary and language structures in a variety of real-life situations.

Dealing with Real-Life Situations

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

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



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Using language for enjoyment and personal interests*.

This class of situations includes a wide range of personal, social and cultural situations in which adults frequently find themselves. In order to deal competently with these situations, they are required to use basic language skills to ask for, obtain and give information, advice or instructions. They also share personal experiences and listen to, read and write short, basic informative, expressive or aesthetic discourse pertaining to learning a new skill, being creative,

and having the opportunity to enjoy ordinary leisure settings or events.

Some examples of these real-life situations include going to the movies, the theatre or the library, planning a party or a trip, participating in a leisure activity or sport, or buying books, magazines or CDs.

Class of Situations	Examples of Real-Life Situations
Using language for enjoyment and personal interests	<ul style="list-style-type: none">▪ Going to the movies/theatre/museum/sports event▪ Watching television▪ Practising a sport▪ Practising a craft▪ Planning a trip▪ Planning a party▪ Planning a family outing▪ Participating in a leisure activity▪ Going to the library▪ Buying books/magazines/CDs

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 for enjoyment and personal interests 	<ul style="list-style-type: none"> ▪ Expresses personal needs and preferences using basic vocabulary and expressions (e.g. types of foods, favourite books, movies or music) ▪ Asks for, obtains and gives basic information (e.g. pertaining to invitations, timetables, schedules, reservations) ▪ Asks for, obtains and gives basic instructions (e.g. pertaining to crafts, leisure activities) ▪ Shares personal experience (e.g. pertaining to restaurants, travels) ▪ Shares thoughts, feelings and personal views and responses (e.g. pertaining to movies, radio and television programs, museum exhibits)
<ul style="list-style-type: none"> ▪ Listening to informative, expressive and aesthetic texts for enjoyment and personal interests 	<ul style="list-style-type: none"> ▪ Listens for basic, specific information in radio or television shows (e.g. on cooking, gardening, entertainment news) ▪ Listens for basic, specific information in telephone recordings (e.g. schedules of movies, theatre schedules) ▪ Listens to short read-aloud books and simple song lyrics ▪ Listens to short, basic instructions (e.g. workout videos, directions) ▪ Listens to short, simple audio texts (e.g. jingles and ads)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts for enjoyment and personal interests 	<ul style="list-style-type: none"> ▪ Reads short, basic instructions (e.g. pertaining to gym equipment use, recipes, book borrowing) ▪ Reads ads and posters to locate specific information (e.g. pertaining to events, location and time) ▪ Reads short, basic descriptions with symbols and illustrations (e.g. pertaining to movies, plays, exhibitions) ▪ Reads basic schedules and timetables (e.g. pertaining to concerts, social calendars, movies, museums, television programs) ▪ Reads magazines, newspapers, videos, CD covers to locate basic, specific information (e.g. headlines, titles, table of contents) ▪ Reads newspapers to locate basic, specific details (e.g. in entertainment section, classified ads and comics) ▪ Reads short, basic friendly letters, postcards, cards/notes ▪ Reads basic maps with symbols (e.g. of provincial parks, camping sites, museums) ▪ Reads short, basic forms asking for personal information ▪ Reads short, basic descriptions in illustrated brochures (e.g. pertaining to travel destinations, museum exhibits, historical sites) ▪ Reads short, basic biographies to locate some specific information (e.g. pertaining to entertainers or public figures) ▪ Reads some high-interest/low-vocabulary stories and children's books ▪ Reads short, simple poems or song lyrics

Categories of Actions	Examples of Actions
<ul style="list-style-type: none">▪ Writing informative, expressive and aesthetic texts for enjoyment and personal interests	<ul style="list-style-type: none">▪ Writes short, basic friendly letters, postcards▪ Writes short, basic cards/notes (e.g. invitation, thank you)▪ Fills out short, basic forms (e.g. registration for lessons, equipment rental)▪ Writes basic lists (e.g. party guests, supplies, items for travel, names of contacts/resources)▪ Writes short, basic schedules (e.g. personal/family activities)▪ Writes short, simple poems using models and very basic literary devices (e.g. end rhymes)▪ Writes simple stories with basic structure (e.g. beginning, middle and end)▪ Keeps a simple journal

Compulsory Elements and End-of-Course Outcomes

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

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

Class of Situations

Using language for enjoyment and personal interests

Categories of Actions

- Interacting orally for enjoyment and personal interests
- Listening to informative, expressive and aesthetic texts for enjoyment and personal interests
- Reading informative, expressive, and aesthetic texts for enjoyment and personal interests
- Writing informative, expressive and aesthetic texts for enjoyment and personal interests

Operational Competencies

Communicates

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

Uses Creativity

- Develops and shares a personal response to an aesthetic text
- Responds to the images and associations suggested by an aesthetic text
- Attends to the harmony created by the sounds and rhythm of the spoken words
- Experiments with sounds, rhythm and images in the creation of simple oral and written aesthetic texts

Essential Knowledge

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

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 enjoyment and personal interests*, adult literacy learners begin to construct and experiment with language for a greater variety of audiences and purposes. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adult literacy learners use a variety of language functions to achieve their communicative purposes, such as asking for and giving basic information and instructions, and expressing their thoughts, needs, preferences and views in matters related to leisure and personal interests. During exchanges they use elements of the sound system, such as acceptable pronunciation and intonation to ensure the comprehensibility of their message. They listen attentively and maintain conversation by responding appropriately to the interlocutor's interventions by using some basic strategies, techniques and procedures more confidently, such as focusing on key words and phrases, and by giving some simple feedback.

Adult literacy learners also listen to a limited range of short, basic informative and expressive texts. They use pre-listening techniques, such as setting a purpose or predicting content. While listening to short recorded messages or radio and television shows, they use some discourse cues such as volume, tone, sound effects or images as aids to comprehension.

They read a limited selection of short, basic informative and expressive texts to locate some specific information. To construct meaning from the text, they use decoding strategies, techniques and procedures to read unfamiliar words and recognize discourse features, such as beginning, middle and end. They read titles or tables of content to choose reading materials of personal interest. Examples of such texts include leaflets, short, simple reviews, simple maps or timetables and short, simple biographies supported by illustrations and symbols. While engaged in reading, they use techniques such as surveying illustrations and titles.

They also listen to and read simple aesthetic texts, such as short poems, song lyrics and simple stories, and develop a personal response to the images, associations, rhythm and harmony suggested by the text and share their feelings and reactions with others.

Adult literacy learners produce a limited range of very simple informative, expressive and aesthetic texts, such as lists for personal use, short, simple cards and simple journal entries to record their thoughts, feelings and responses to aesthetic texts. They also begin to experiment with language imaginatively. For example, they create simple stories and poems, using a few common literary devices such as descriptive words and end rhymes. When writing informative texts, adult literacy learners use conventions of the writing system, such as proper spelling and

End-of-Course Outcomes

punctuation, and apply basic rules of sentence-level grammar and syntax. When in doubt about vocabulary, spelling or syntax, they consult a beginners' dictionary or grammar reference book.

Whether they are speaking or writing, adult literacy learners respect the basic sociolinguistic features of discourse by adapting their language to the level of formality of the situation. They also use basic vocabulary related to leisure activities and personal interests.

Evaluation Criteria

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

Operational Competencies

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

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

Contribution of the Operational Competency *Communicates*

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

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

Contribution of the Operational Competency *Uses Creativity*

The operational competency *Uses creativity* involves the capacity to deal with situations in an imaginative and innovative manner. Language users exercise their creativity when they experiment with language inventively and when they use their imagination to make their own connections in a text. This competency is solicited in real-life situations involving aesthetic discourse in the class of situations *Using language for enjoyment and personal interests*.

Whether they are acting as speakers, listeners, readers or writers, adult literacy learners exercise their creativity by developing a personal response to aesthetic texts and by experimenting with language to create their own aesthetic texts. They respond to the images and associations suggested by the text and attend to the harmony created by the sounds and rhythm of the spoken words. When creating short poems or stories intended to please the reader or listener, they use language imaginatively. Thus, the operational competency *Uses creativity* is exercised in situations involving the discovery and enjoyment of language for personal interests and self-development.

Essential Knowledge

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

Attitudes

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

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

Complementary Resources

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

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

Contribution of Other Subject Areas

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

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

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Example of a Learning Situation

Creating a Greeting Card

In the class of situations, *Using language for enjoyment and personal interests*, one of the examples of situations is *Practising a craft*.

In the context of raising funds for the school library, the centre organizes a bazaar where students can sell various handmade artefacts. One class has decided to participate by creating a series of greeting cards for various occasions. Each student will choose a personal greeting card for an occasion of their choice, create a brief, original message appropriate for the selected occasion and then illustrate the card, incorporating details from their own culture. To produce this greeting card, learners call upon their existing knowledge of the type of texts found in greeting cards and the language used to express the message (e.g. descriptive vocabulary, sociolinguistic features, expressive or aesthetic discourse). Students learn to adapt language to a specific audience and purpose and to become familiar with some of the features of expressive and aesthetic discourse. They also learn to organize and display the text according to the design and discourse features of a greeting card. To carry out the learning activities, they will engage in two categories of actions: reading and writing for enjoyment and personal interest. They will also develop their operational competency *Uses creativity* and further develop the operational competency *Communicates* by engaging in the significant actions associated with them.

For the first learning activity, the teacher raises students' awareness of purpose and audience by eliciting from them the many kinds of occasions for which we send cards and the different people to whom

we send them. The teacher then divides the students into small groups and provides each group with a sampling of different cards. In their individual groups, students are asked to look at the front of each card and identify two kinds of information: for whom the card is intended (the audience) and for what occasion (purpose). The teacher then asks them to indicate the expressions and/or illustrations on the front of the card that helped them to answer these questions. They record their answers on a chart designed for this purpose. When all the groups have finished, each group reports its findings to the rest of the class, holding up each card for all to see.

In the second learning activity, students' attention is directed to the message written on the inside of the card, keeping in mind for whom the card is intended and for what occasion. The teacher begins by showing some examples, either using an overhead projector or writing on the board. He or she asks them to focus on the language in the messages and discuss with the members of the group the differences in the messages that helped them identify the intended audience and occasion (e.g. use of polite versus familiar forms of address, use of humour for happy occasions but not for condolences or sympathy). They may also notice differences between a prose text and a poem. The teacher then distributes a photocopy of a variety of messages intended for different audiences and occasions, and in groups, learners identify the possible audience and occasion for each of the messages and to highlight aspects of the written message that indicate this.

Each student then begins the writing process by choosing a person and an occasion that they would like to design a card for. (The teacher ensures that enough different occasions are selected, so that there will be a variety of samples for the bazaar.) Individually, they then explore some ideas about what they want to include on the front of the card (expressions and illustrations) and produce two or three examples. They then share their examples with the other members of their original group. Each member gives and receives feedback on the other members' production, explaining their reasons for their preferences or suggesting alternatives. On the basis of the feedback, each student prepares a first rough draft of the front of their card and edits it for spelling and punctuation. The teacher circulates, asking questions and offering suggestions for improvement.

Individually, students begin to compose a draft of the message they want to include inside the card. They may decide to write a short prose message or a simple poem. They may decide to try their hand at both. In either case, they attend to features of the discourse type in question (e.g. simple prose style, personal vocabulary, expressions of feelings, rhymes or rhythm in a poem). Again, when they are finished, they share their first drafts with the other members of their group for peer feedback. When giving feedback, students indicate their responses to each of the texts: what feelings it evoked, what images it brought to mind, what expressions they especially liked, whether it seemed suitable for the person and occasion it was intended for, and so on. At this point they are not editing for grammar, spelling or punctuation, but simply reacting to the content of the message and the words used to express it.

Learners then work individually to refine their message on the basis of the feedback received from their peers. They also start to pay

closer attention to form, to conventions of the writing system such as grammar, spelling and punctuation which vary depending on whether the text is a piece of prose or a poem. During this time, the teacher circulates among the students, offering pointers or answering questions. When they have completed the process of refining their text, they return to their groups and submit their texts for peer editing. This time they focus especially on the form and conventions of the language used and may consult beginners' dictionaries, grammar reference books, as well as the models they looked at in the second learning activity.

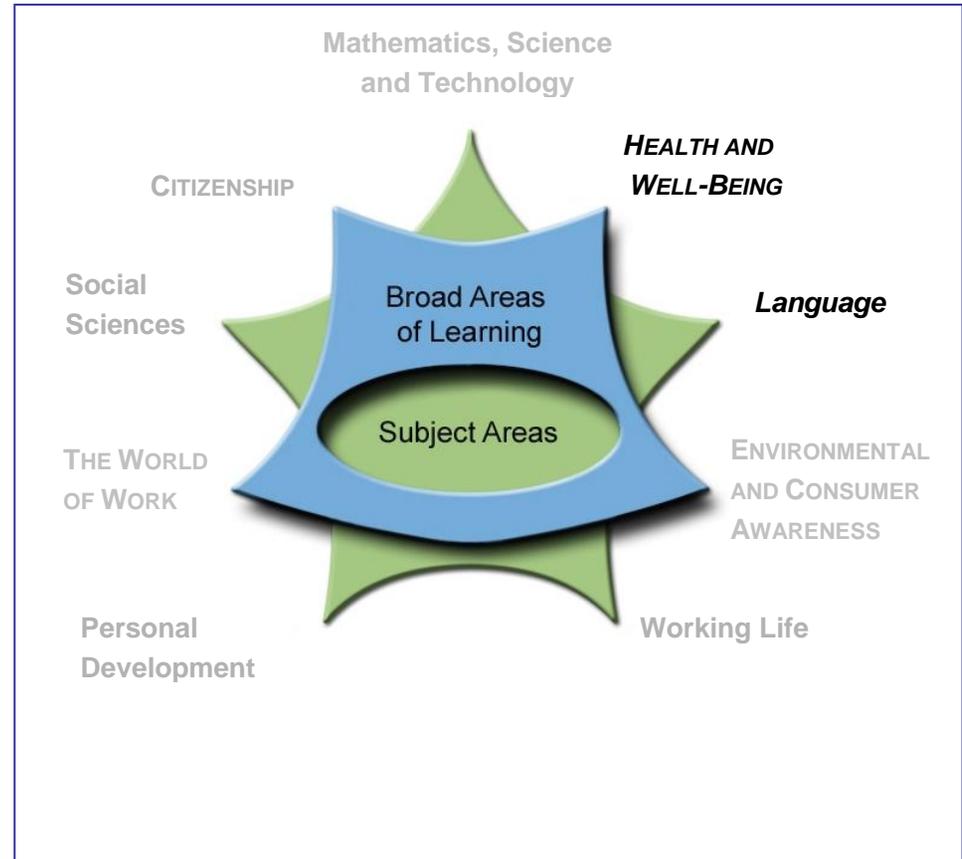
Once they have completed the editing process, the teacher distributes materials such as coloured paper and felt markers and each learner produces the final version of their card, including graphics and illustrations, or perhaps a pertinent photograph. They may do this by hand or use a pertinent computer program in which they can download graphics. When all the students have completed their cards, they can be shared with the whole class for the other students to see. They are then grouped into categories according to occasion (birthday, thank you, congratulations, etc.) for display at the bazaar.

At the end of the learning situation, the adult literacy learners come together in one large group and discuss with the teacher the value of the learning situation. They discuss what they learned about greeting cards, the composing-revising-editing processes they engaged in and any difficulties they encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously prepared by the teacher. The learner also reflects on the knowledge gained and on the effectiveness of the strategies, techniques and procedures used to facilitate any

reinvestment and adaptation of constructed language knowledge in a new situation that involves writing a personal card.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Using language for enjoyment and personal interests	
Learning Situation	
Creating a Greeting Card	
Categories of Actions	
<ul style="list-style-type: none"> Listening to informative, expressive and aesthetic texts for enjoyment and personal interests Reading informative, expressive, and aesthetic texts for enjoyment and personal interests 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Uses Creativity 	<ul style="list-style-type: none"> Types of discourse (expressive and aesthetic) Written discourse features Reading and writing strategies, techniques and procedures The sound system The writing system Language functions Sociolinguistic features Grammar and syntax Vocabulary pertaining to enjoyment and personal interests
Complementary Resources	
<ul style="list-style-type: none"> Beginners' dictionaries Beginners' grammar reference books Spelling reference books 	<ul style="list-style-type: none"> Writing models Multimedia craft materials (coloured paper, crayons, felt markers, scissors, scotch tape, etc.)



Course
Community Life
ENG-B126-4

Literacy



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

UNESCO Institute for Education, Hamburg, Germany

Presentation of the Course *Community Life*

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

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

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

Dealing with Real-Life Situations

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

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



Class of Situations Addressed by the Course

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

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

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

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

Categories of Actions

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

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

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

Compulsory Elements and End-of-Course Outcomes

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

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

Class of Situations

Using language to become involved in the community

Categories of Actions

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

Operational Competencies

Communicates

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

Cooperates

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

Essential Knowledge

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

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

End-of-Course Outcomes

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

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

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

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

End-of-Course Outcomes

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

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

Evaluation Criteria

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

Operational Competencies

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

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

Contribution of the Operational Competency *Communicates*

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

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

Contribution of the Operational Competency *Cooperates*

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

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

Essential Knowledge

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

Attitudes

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

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

Complementary Resources

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

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

Contribution of Other Subject Areas

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

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

Andragogical Context

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

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

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

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

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

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

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

Reclaiming the Street

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

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

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

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

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

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

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

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

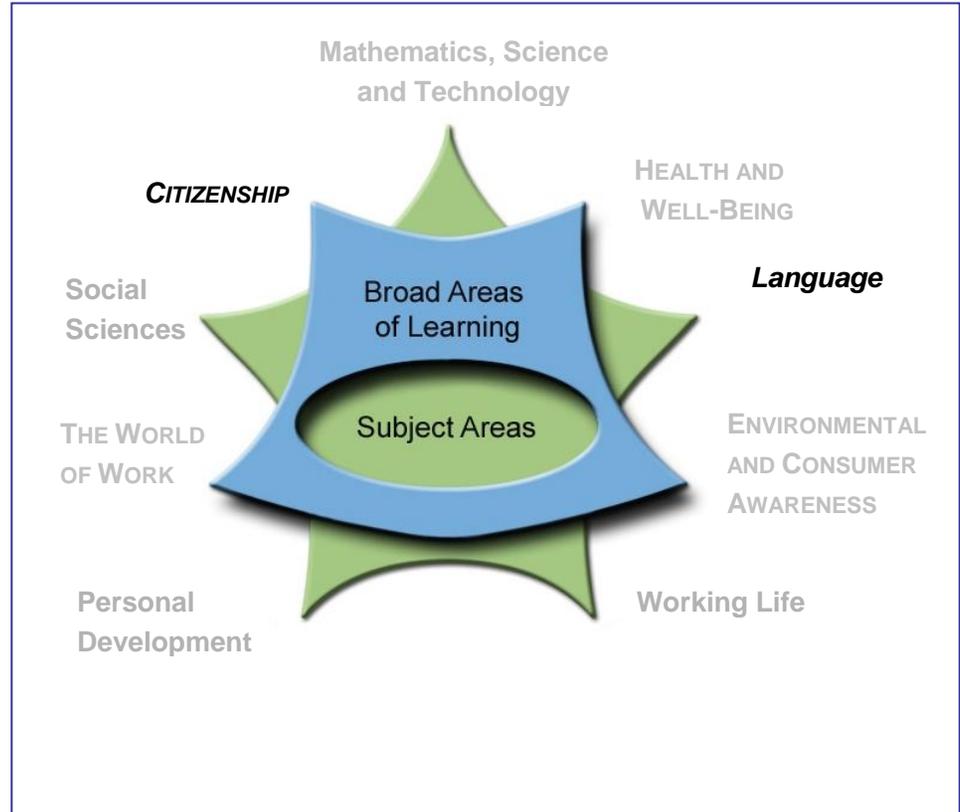
of tips, making sure that they conform to the grammatical rules and conventions discussed previously, using strategies, techniques and procedures, such as peer editing or referring to dictionaries or grammar books. The teacher circulates among the groups, answering questions and offering suggestions.

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

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

Elements of the Course Addressed by the Learning Situation

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



Essential Knowledge for Literacy Level

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

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

Overview of Literacy Courses

ENGLISH, LANGUAGE OF INSTRUCTION – LITERACY (6 courses)

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

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*

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"> ▪ Making new acquaintances ▪ Registering at a government office ▪ Registering children at school ▪ Contacting a professional ▪ Shopping for food ▪ Shopping for clothing ▪ Shopping for pharmaceutical products ▪ Renting living quarters ▪ Shopping for home furnishings ▪ Purchasing/selling used items ▪ Returning defective or unsuitable merchandise ▪ Using common banking services

Categories of Actions

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

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

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

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

- 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

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)▪ 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.

Course
Everyday Living
ENG P102-4

Presecondary



“Language exerts hidden power, like a moon on the tides.”

Pindar (522-443 BC)

Presentation of the Course *Everyday Living*

The goal of the course *Everyday Living* is to help adult learners use oral and written discourse to deal competently in real-life situations related to everyday home life and staying informed about daily news.

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 everyday home life and keeping informed about daily news.

By the end of the course, adult learners will be able to understand and produce short, simple informative, expressive and aesthetic texts related to everyday life and daily news. They will, for example, produce notes or cards, take telephone messages and understand flyers, simple schedules, and short local news reports in order to obtain and give basic information, instructions and advice. They will also be able to express needs, preferences and concerns, request assistance regarding matters pertaining to everyday home life and the news and understand and produce simple aesthetic texts such as simple poems.

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 in everyday home life* and *Using language to keep informed about daily news*.

Using language in everyday home life

The class of situations *Using language in everyday home life* comprises a range of real-life situations in which adults are required to ask for, obtain and give information, instructions and advice about everyday home life activities, either orally or in writing. Dealing competently with these situations requires familiarity with vocabulary related to home life. It also depends on the ability to understand and

give simple, brief information, instructions and advice, to express needs, concerns, and preferences clearly, to request assistance, and to describe problems associated with maintaining a home.

Some examples of these situations include arranging for child care, performing household chores, dealing with service people, caring for the elderly and celebrating special occasions.

Class of Situations	Examples of Real-Life Situations
Using language in everyday home life	<ul style="list-style-type: none"> ▪ Performing household chores ▪ Arranging for child care ▪ Helping with children’s homework ▪ Attending school meetings ▪ Dealing with service people ▪ Caring for elderly/handicapped relatives ▪ Celebrating special occasions ▪ Eating/ordering food ▪ Installing and using home safety and security products

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 everyday home life 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information and advice (e.g. regarding schedules, services, locations, cleaning products, fees) ▪ Asks for, obtains and gives instructions (e.g. on using products, appliances, home electronic systems and security systems) ▪ Expresses needs, preferences and concerns (e.g. regarding housing, schooling, transportation) ▪ Requests assistance (e.g. from CLSC, community agencies) ▪ Makes, accepts, declines invitations ▪ Describes a problem (e.g. with heating, cable television, Internet connection)
<ul style="list-style-type: none"> ▪ Listening to informative texts related to everyday home life 	<ul style="list-style-type: none"> ▪ Listens to public service announcements (e.g. school closings, health advisories, power outages) ▪ Listens to recorded messages (e.g. to make appointments)
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts related to everyday home life 	<ul style="list-style-type: none"> ▪ Reads simple instructions (e.g. product assembly and installation) ▪ Reads product labels (e.g. on canned and packaged foods, cleaning materials) ▪ Reads ads (e.g. help wanted, household goods, rentals) ▪ Reads flyers (e.g. from supermarkets, clothing stores, hardware stores) ▪ Reads simple schedules, timetables (e.g. bus schedules, school cafeteria menus) ▪ Reads notes and cards (e.g. from teachers, neighbours; birthday or invitation cards) ▪ Reads report cards ▪ Reads pamphlets about available services (e.g. regarding library, CLSC, recreational services)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts related to everyday home life (Continuation) 	<ul style="list-style-type: none"> ▪ Reads forms (e.g. service application, product registration) ▪ Reads short poems
<ul style="list-style-type: none"> ▪ Writing informative, expressive and aesthetic texts related to everyday home life 	<ul style="list-style-type: none"> ▪ Writes lists (e.g. to-do lists) ▪ Writes simple schedules, timetables (e.g. extra-curricular activities, favourite television programs) ▪ Writes notes and cards (e.g. to child's teacher, family members, neighbours; invitations, thank you cards) ▪ Writes simple telephone messages (e.g. names, telephone numbers, dates) ▪ Writes short poems ▪ Fills out forms (e.g. service application, product registration) ▪ Writes simple journal entries

Using language to keep informed about daily news

The class of situations *Using language to keep informed about daily news* includes a range of situations in which adult learners obtain and exchange information about daily news that affects their everyday life. Functioning competently in these situations requires familiarity with vocabulary and discourse associated with daily news reports. It also requires the ability to understand and give simple, brief information, instructions and advice as well as the ability to

express and exchange thoughts, feelings and concerns on matters pertaining to daily news events.

Some examples of real-life situations include finding out about the weather, traffic, sports, community events and local news items.

Class of Situations	Examples of Real-Life Situations
Using language to keep informed about daily news	<ul style="list-style-type: none"> ▪ Finding out about local news ▪ Finding out about economic developments ▪ Finding out about local weather conditions ▪ Finding out about traffic conditions ▪ Finding out about community events ▪ Finding out about promotions and sales ▪ Finding out about entertainment ▪ Finding out about births and deaths ▪ Finding out about sports

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Interacting orally to keep informed about daily news 	<ul style="list-style-type: none"> ▪ Exchanges information about local weather ▪ Exchanges information about traffic conditions ▪ Exchanges information about sports (e.g. games, teams, schedules) ▪ Exchanges information about community events (e.g. schedules and locations) ▪ Exchanges information about local news (e.g. medical clinics, transportation facilities, parking regulations) ▪ Expresses ideas (e.g. on local issues, sports results) ▪ Exchanges information about promotions and sales (e.g. department store sales)
<ul style="list-style-type: none"> ▪ Listening to informative texts about daily news 	<ul style="list-style-type: none"> ▪ Listens to news reports (e.g. on radio and television) ▪ Listens to weather reports (e.g. on radio and television) ▪ Listens to traffic reports (e.g. on radio and television) ▪ Listens to sales promotions (e.g. in stores, on radio and television)
<ul style="list-style-type: none"> ▪ Reading informative texts about daily news 	<ul style="list-style-type: none"> ▪ Reads headlines, captions (e.g. in community newspapers) ▪ Reads ads (e.g. in community newspapers, magazines, on billboards) ▪ Reads charts (e.g. weather, sports) ▪ Reads personal announcements (e.g. birth, death, wedding)

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 in everyday home life
 Using language to keep informed about daily news

Categories of actions

- Interacting orally in matters related to everyday home life
- Listening to informative texts related to everyday home life
- Reading informative, expressive and aesthetic texts related to everyday home life
- Writing informative, expressive and aesthetic texts related to everyday home life
- Interacting orally to keep informed about daily news
- Listening to informative texts about daily news
- Reading informative texts about daily news

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 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, expressive and aesthetic)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedure
- The sound system
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary pertaining to home life and daily news

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 in everyday home life* and *Using language to keep informed about daily news*, adults use language resources to handle responsibilities associated with day-to-day living and keeping up-to-date about daily news. Whether they are speaking, listening, reading or writing, adults determining 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 express their needs, concerns and preferences relating to issues regarding home life and keeping current about daily news. They request assistance from community agencies such as the CLSC, describe problems related to utility services and exchange information about different aspects of the news that affect their daily functioning. When doing so, they apply speaking techniques, such as repeating or reformulating when requesting assistance from a community agency or using gestures when giving instructions. Using elements of the sound system, such as word stress and rhythm, they discuss and express their ideas about the issues of the day. They listen actively to their interlocutor, respond suitably to their interlocutor's interventions and sustain conversation by observing the appropriate conventions for initiating, maintaining and closing the exchange. They also use compensatory techniques such as approximation and circumlocution to repair communication difficulties.

They use prelistening techniques to predict content, such as establishing a purpose, and other techniques, such as attending to key words and phrases while listening to informative texts. As well, they identify verbal and non-verbal discourse cues, such as intonation, and body language while listening to news reports, public service announcements or sales promotions.

They read informative and expressive texts pertaining to everyday home life, such as pamphlets, flyers, and invitations as well as simple ads and announcements in the community newspaper to keep themselves informed. They use prereading techniques such as surveying titles, looking at illustrations and formulating questions to predict content. While reading, they employ such techniques as guessing from context and re-reading. As well, they read and write aesthetic texts such as short poems for enjoyment.

Using prewriting techniques, such as talking and brainstorming to explore and organize ideas, they write a variety of short informative texts, such as lists, simple messages, and schedules employing discourse features such as order of importance to organize and manage their everyday home life. They also write expressive texts such as journal entries to express their thoughts and feelings. While writing, adults employ writing techniques such as using formulas and models. They use features of the writing system such as correct 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 their language to the roles, status and needs of their audience as well as to the degree of formality of the situation. They understand and use common vocabulary related to everyday home life and daily news.

Evaluation Criteria

- Interacts adequately in everyday situations using simple and familiar 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 in everyday home life* and *Using language to keep informed about daily news*.

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 everyday home life and daily news.

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 in everyday home life* and *Using language to keep informed about daily news*.

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

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▪ Government agencies▪ Non-government agencies	<ul style="list-style-type: none">▪ Dictionaries▪ Thesauri▪ Glossaries▪ Grammar reference books▪ Other reference materials (e.g. encyclopaedias, maps)▪ 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.

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"> ▪ Taking stock of nutritional needs ▪ Planning menus and special diets ▪ Accessing health programs ▪ Accessing health-care agencies and facilities ▪ Accessing home and chronic care facilities ▪ Accessing therapeutic products ▪ Consulting health-care professionals ▪ Treating illness ▪ Taking medication

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

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

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"> ▪ Losing sight of a child in a crowded area ▪ Dealing with a medical crisis ▪ Dealing with a car mishap ▪ Dealing with a kitchen fire ▪ Dealing with a power outage ▪ Dealing with a gas leak ▪ Dealing with a flood ▪ Being a victim of fraud ▪ Losing personal property

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

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.

<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▪ 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.

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.

<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▪ 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.

Course
Stepping Out
ENG P105-4

Presecondary



“To effectively communicate, we must realize that we are different in the way we perceive the world and use this understanding as a guide to our communication with others.”

Anthony Robbins (1960 -)

Presentation of the Course *Stepping Out*

The goal of the course *Stepping Out* is to help adult learners use oral and written discourse to deal competently with real-life situations related to exploring employment and educational options.

This course develops adult learners' language proficiency by involving them in a variety of listening, speaking, reading and writing activities that provide an opportunity to put language skills into practice when investigating job opportunities and educational options.

By the end of the course, adult learners will be able to understand and produce a range of informative and expressive texts related to employment and educational options. They will, for example, produce short, formal letters and simple résumés and keep notes and records. As well, they will be able to understand texts such as simple documentaries, job postings, newspaper inserts and short notices in order to obtain information and advice. They will be able to ask for and give information; express their needs, preferences and concerns; discuss their past employment and educational experiences and talk about their educational and professional long and short-term goals.

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 explore employment and educational options.*

This class includes a wide range of real-life situations in which adult learners are required to ask for, obtain and give information, assistance and advice regarding employment and educational opportunities, either orally or in writing. Dealing competently with these situations requires familiarity with vocabulary related to employment and education. It also requires the ability to express interests, needs and concerns in an effective manner, make requests and understand oral and written texts that contain advice

and information regarding possibilities for employment and education.

Some examples of these real-life situations include exploring different job possibilities, finding out about required practices and procedures for submitting job applications, exploring different educational choices, and finding out about registration requirements and the possibility of obtaining government financial assistance.

Class of Situations	Examples of Real-Life Situations
Using language to explore employment and educational options	<ul style="list-style-type: none"> ▪ Exploring job possibilities ▪ Exploring job availability and demand ▪ Finding out about common tasks associated with different jobs ▪ Examining working conditions ▪ Volunteering in a work environment ▪ Examining qualifications required for different jobs ▪ Finding out about required practices and procedures for job applications ▪ Exploring course/training availability ▪ Exploring different educational offerings ▪ Finding out about registration requirements ▪ Finding out about government assistance

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 explore employment and educational options 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information (e.g. regarding qualifications, working conditions, transcripts, attestations, school fees, courses, loans, bursaries) ▪ Asks for, obtains and gives assistance and advice (e.g. regarding career choice, course options) ▪ Expresses needs, concerns, preferences, interests (e.g. time restraints, finances, employee benefits, courses) ▪ Expresses thoughts and feelings (e.g. long- and short-term goals, hopes) ▪ Networks with friends/contacts (e.g. to learn about job opportunities, openings and requirements) ▪ Requests records and documents (e.g. regarding education, work experience, letters of reference) ▪ Requests assistance (e.g. from friends, job counsellors, Emploi Québec) ▪ Describes past work and school experience
<ul style="list-style-type: none"> ▪ Listening to informative texts to explore employment and educational options 	<ul style="list-style-type: none"> ▪ Listens to recorded messages (e.g. regarding school matters, employment opportunities) ▪ Listens to videos (e.g. regarding interviewing skills, job search techniques) ▪ Listens to presentations (e.g. at open house information sessions, career fairs, government agencies) ▪ Listens to public announcements (e.g. at job fairs, employment agencies)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative texts to explore employment and educational options 	<ul style="list-style-type: none"> ▪ Reads job postings (e.g. on web sites, in newspapers, on bulletin boards) ▪ Reads brochures, pamphlets, newspaper inserts (e.g. on educational programs, careers, interview tips) ▪ Reads notices (e.g. at employment agencies, guidance counsellors' offices, in newspapers) ▪ Reads web sites (job-postings) ▪ Reads letters and e-mails (e.g. reply, reference)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts to explore employment and educational options 	<ul style="list-style-type: none"> ▪ Writes lists (e.g. of schools, programs, courses, fees, skills, interests) ▪ Fills out forms (e.g. employment, registration, bursary/loan applications) ▪ Composes a simple résumé ▪ Writes short, formal letters, e-mails (e.g. application, thank you, request) ▪ Keeps records and logs (e.g. regarding potential job opportunities, completed applications) ▪ Writes journal entries (e.g. ambitions, hopes, fears)

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 explore employment and educational options

Categories of Actions

- Interacting orally to explore employment and educational options
- Listening to informative texts to explore employment and educational options
- Reading informative texts to explore employment and educational options
- Writing informative and expressive texts to explore employment and educational options

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 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 pertaining to employment and educational options

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 explore employment and educational options*, adults use language resources to explore job opportunities and educational options. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

While interacting orally, adults use language to ask for, obtain and give information, assistance and advice as well as to express their needs, preferences and concerns related to employment and educational options. For example, they share their thoughts and feelings and discuss their interests and past experiences regarding employment and schooling. They discuss their short- and long-term goals, explaining the possible constraints they might experience. They may also network with friends and contacts, using speaking techniques such as reformulation and requesting repetition to ensure comprehension. They actively listen to their interlocutor, sustain conversation by responding suitably to their interlocutor's interventions and observe the appropriate conventions for initiating, maintaining and closing the exchange. They use discourse features such as transitional devices to ensure the comprehensibility of their communication.

They listen to informative discourse such as public announcements at job fairs or presentations at school information meetings, using prelistening techniques such as establishing a purpose to predict content. While listening they use techniques such as appealing to visual and auditory cues or asking for repetition. They attend to discourse cues such as key words and phrases and verbal features such as stress and intonation patterns. They read a variety of informative texts such as job postings, school brochures, newspaper inserts and pertinent web sites. They use prereading techniques such as surveying titles to predict content, and while reading, they use techniques such as rereading, pausing and making comparisons.

Adults also write a variety of informative and expressive texts using prewriting techniques such as free-writing to explore and organize ideas. For example, they write letters to request specific information, keep notes and records of their research, fill out application and registration forms, and keep journals to record their thoughts and feelings about their experiences exploring job opportunities and educational options. As they write, they apply techniques such as using formulas and models to guide the organization of their text. They correctly use features of the writing system such as spelling and punctuation and systematically apply rules of grammar and syntax in creating and interpreting meaning. Whether they are speaking, listening, reading or writing, adults constantly vary their strategies, techniques and procedures 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 associated with employment and educational options.

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 explore employment and educational options*.

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. At all times, 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 exploring employment and educational options.

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 explore employment and educational options*.

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 rehearsing before making a routine request for information or assistance; and listening techniques such as taking notes while listening to presentations on employment opportunities or availability of courses; reading techniques such as rereading, pausing and making comparisons when consulting material related to educational options; and, writing techniques such as using models and formulas when writing letters of application or simple résumés. 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.

<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▪ Educational institutions▪ 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.

Course
Lifestyle Options
ENG P106-4

Presecondary



“Language is the dress of thought.”

Samuel Johnson (1709-1784)

Presentation of the Course *Lifestyle Options*

The goal of the course *Lifestyle Options* is to help adult learners use oral and written discourse to deal competently with real-life situations related to having a healthy lifestyle and making consumer transactions.

This course develops adult learner’s language proficiency by involving them in various listening, speaking, reading and writing activities that provide an opportunity to put language skills into practice in situations related to healthy lifestyles and consumer options.

By the end of the course, adult learners will be able to understand and produce a variety of informative and expressive texts pertaining to a healthy lifestyle and consumer transactions. They will, for example, produce ads, formal letters and short testimonials and understand simple consumer reports, articles and brochures, as well as short presentations and commercials for a variety of purposes: to obtain and give information, instructions and advice, to describe a problem, to express feelings, needs, preferences or concerns, and to state opinions.

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 for a healthy lifestyle* and *Using language for consumer transactions*.

Using language for a healthy lifestyle

The class of situations *Using language for a healthy lifestyle* includes a range of real-life situations in which adults are required to communicate, either orally or in writing, about matters related to their general physical and mental well-being. Dealing competently with these situations requires that adults have the necessary vocabulary and language skills to be able to ask for, obtain and give

information, instructions and advice, describe their problems clearly and accurately, express their thoughts and feelings and state their needs and concerns.

Some examples of these real-life situations include prevention of injury, dealing with stress, adjusting to a new stage in life, planning healthier eating habits and dealing with environmental health issues.

Class of Situations	Examples of Real-Life Situations
Using language for a healthy lifestyle	<ul style="list-style-type: none">▪ Ensuring proper nutrition▪ Experiencing life changes▪ Suffering from stress▪ Preventing disease▪ Preventing injuries▪ Contacting a public health agency▪ Consulting a healthcare professional▪ Joining a support group▪ Being concerned about environmental health issues

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 a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information (e.g. regarding disease prevention, food groups, home-related injuries) ▪ Asks for, obtains and gives instructions (e.g. regarding relaxation techniques, time management strategies, sanitary rules) ▪ Asks for, obtains and gives advice (e.g. on nutrition, injury prevention) ▪ Shares views, feelings and concerns (e.g. regarding self-esteem, weight management) ▪ Expresses feelings (e.g. sympathy, empathy) ▪ Relates personal experiences (e.g. in support groups) ▪ Describes problems (e.g. concerning life changes, weight issues)
<ul style="list-style-type: none"> ▪ Listening to informative and expressive texts related to a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Listens to personal accounts (e.g. testimonials) ▪ Listens to documentaries (e.g. regarding eating disorders) ▪ Listens to short presentations (e.g. at a CLSC, community centre, school) ▪ Listens to radio and television programs on healthy lifestyles

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative and expressive texts related to a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Reads instructions (e.g. pertaining to stress relief techniques, exercises) ▪ Reads ads, billboards (e.g. at a physical fitness centre, healthcare professional's office) ▪ Reads charts, diagrams (e.g. Body Mass Index, nutrition) ▪ Researches support services (e.g. Canadian Cancer Society, hospitals) ▪ Reads personal accounts (e.g. testimonials, blogs, e-mails) ▪ Reads pamphlets, brochures (e.g. on signs of depression, diets) ▪ Reads short magazine articles (e.g. pertaining to self-help tips, parenting skills) ▪ Reads advice columns (e.g. in a local newspaper) ▪ Reads notes, informal letters ▪ Reads formal letters (e.g. reply, referral)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Writes personal accounts (e.g. testimonials, blogs, e-mails) ▪ Writes notes, informal letters ▪ Writes formal letters (e.g. inquiry, complaint, appreciation, referral) ▪ Fills in forms (e.g. registration, consent forms) ▪ Keeps records and logs (e.g. regarding food intake, eating habits) ▪ Writes schedules (e.g. after work/school activities) ▪ Writes journal entries

Using language for consumer transactions

The class of situations *Using language for consumer transactions* includes a range of real-life situations in which adults are required to exchange information and advice, either orally or in writing, concerning consumer dealings. In considering a purchase, it is particularly important for consumers to survey the market and make intelligent and knowledgeable decisions based on the information available to them. Dealing competently with these situations requires familiarity with consumer-related discourse and language skills necessary to express needs and concerns as well as

satisfaction and dissatisfaction. Adults also need to ask for, obtain and give information, instructions and advice, describe problems, share experiences and state opinions on products and services.

Some examples of these real-life situations include comparing products or services, purchasing, selling or renting an item, obtaining a loan, complaining about a product or a service and dealing with telemarketing. Such situations focus on consumer transactions and require language proficiency to deal with them.

Class of Situations	Examples of Real-Life Situations
Using language for consumer transactions	<ul style="list-style-type: none"> ▪ Purchasing or selling an item ▪ Renting an item ▪ Subscribing to service packages ▪ Comparing products or services ▪ Obtaining a loan ▪ Returning a defective product ▪ Complaining about a product or a service ▪ Being solicited by telemarketers ▪ Exploring the influence of advertisement

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 consumer transactions	<ul style="list-style-type: none">Gives personal information (e.g. to credit unions, banks)Asks for, obtains and gives information and advice (e.g. on conditions, features, prices, return policies)Expresses preferences, needs and concerns (e.g. regarding brand names, financial constraints)Expresses satisfaction, dissatisfaction (e.g. regarding quality/price ratio)Describes problems (e.g. pertaining to defective products, quality of service)Shares opinions (e.g. on reliability of stores, quality of products, services)Shares personal experiences (e.g. with customer service representatives)
<ul style="list-style-type: none">Listening to informative texts related to consumer transactions	<ul style="list-style-type: none">Listens to radio and television commercials (e.g. in infomercials)Listens to product presentations, sales pitches (e.g. in stores, dealerships, from telemarketers)Listens to recorded messages (e.g. regarding product/service information)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative and expressive texts related to consumer transactions 	<ul style="list-style-type: none"> ▪ Reads instructions (e.g. for service activation, product assembly) ▪ Reads pamphlets, brochures, web sites (e.g. pertaining to product/service descriptions) ▪ Reads ads (e.g. about packages, return policies) ▪ Reads simple consumer reports, ratings (e.g. in consumer magazines, newspapers) ▪ Reads personal accounts (e.g. testimonials, e-mails, blogs) ▪ Reads payment schedules (e.g. loans, instalments) ▪ Reads personal letters and notes ▪ Reads formal letters (e.g. inquiry, request)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to consumer transactions 	<ul style="list-style-type: none"> ▪ Writes personal accounts (e.g. testimonials, blogs and e-mails) ▪ Writes notes, informal letters ▪ Writes formal letters (e.g. inquiry, request, complaint, appreciation) ▪ Fills in forms (e.g. application, service contract, warranty registration) ▪ Keeps records (e.g. bills, warranties, instalments) ▪ Writes ads, posters (e.g. items for sale) ▪ Writes cheques, receipts

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 for a healthy lifestyle
Using language for consumer transactions

Categories of Actions

- Interacting orally in matters related to a healthy lifestyle
- Listening to informative and expressive texts related to a healthy lifestyle
- Reading informative and expressive texts related to a healthy lifestyle
- Writing informative and expressive texts related to a healthy lifestyle
- Interacting orally in consumer transactions
- Listening to informative texts related to consumer transactions
- Reading informative and expressive texts related to consumer transactions
- Writing informative and expressive texts related to consumer transactions

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 or writing, according to purpose and type of discourse
- Systematically applies rules of grammar and syntax in creating and interpreting meaning

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

Essential Knowledge

- Types of discourse (informative and expressive)
- Discourse cues and features
- Speaking, listening, reading and writing techniques and procedures

- The writing system
- Language functions
- Sociolinguistic features

- Grammar and syntax
- Vocabulary pertaining to healthy lifestyles and consumer transactions

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 for a healthy lifestyle* and *Using language for consumer transactions*, adults use language resources to become better informed about healthy lifestyles and consumer choices. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adults use language to ask for, obtain and give information, instructions and advice as well as to express their thoughts, feelings, needs and concerns. When faced with issues about health or consumer matters, they describe their problems clearly and accurately, indicate their satisfaction or dissatisfaction, share their experiences and state their opinions. When doing so, they use discourse features such as intonation and body language and speaking techniques such as repeating or reformulating. 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.

When listening to informative discourse from different sources such as call-in shows, short documentaries or presentations, they use prelistening techniques such as setting a purpose and identify discourse cues, such as distinguishing between main ideas and details, in order to find specific solutions to their lifestyle and consumer concerns. They also use listening techniques such as attending to key words and phrases.

They read a variety of informative and expressive texts such as ads, simple consumer reports, self-help articles, short testimonials and informal letters. When preparing to read, they use prereading techniques such as surveying key words to predict content. While reading, they use techniques such as pausing, summarizing and making connections to help them understand the text. When researching, comparing or producing information, adults analyze texts for coherence and unity of ideas. They also use basic features of discourse such as titles, headings and illustrations as well as main ideas and details to create meaningful links. In producing oral and written discourse, they understand and use simple but appropriate transitional devices and connectors that establish links between sentences and paragraphs that show, for example, addition or chronology. They adopt an appropriate organizational structure specific to different text types such as notes, reports or schedules that contribute to the coherence and unity of the text.

End-of-Course Outcomes (*Continuation*)

They also write a variety of informative texts, such as formal letters of complaint or inquiry, based on a model, and keep notes and records of pertinent information. In addition, they write expressive texts, such as accounts of their experiences, in journals or personal letters. They use prewriting techniques, for example listing or free writing, to explore and organize their ideas. As they write, they use techniques such as formulas and models 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.

Whether reading, writing, speaking or listening, they vary and adapt their strategies, techniques and procedures 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 associated with healthy lifestyles and consumer transactions.

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*, *Acts Methodically* 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 classes of situations *Using language for a healthy lifestyle* and *Using language for consumer transactions*.

Adult learners exercise their communicative competency by determining a purpose for communicating. When interacting orally, they listen actively to their interlocutor and sustain the 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 healthy lifestyles and consumer transactions.

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 for a healthy lifestyle* and *Using language for consumer transactions*.

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 or reformulating when sharing a personal experience in a support group or with a customer service representative; listening techniques such as attending to key words and phrases while listening to a presentation or a documentary; reading techniques such as pausing and summarizing while reading a consumer report or a self-help article; and, writing techniques such as using formulas or models when producing a formal letter of complaint or inquiry for a specific concern. 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.

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 classes of situations *Using language for a healthy lifestyle* and *Using language for consumer transactions*.

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 addition, or chronology. Whenever adults are dealing with real-life situations related to healthy lifestyles and consumer transactions, they need to think logically.

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.

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.

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

Dealing with Stress

In the class of situations *Using language for a healthy lifestyle*, one of the examples is *Dealing with stress*. Using a drawing or caricature of a stressed individual, the teacher leads a discussion with the class on the value of learning about the nature of stress and the importance of recognizing its symptoms, emphasizing the role that language plays in communicating information. In order to deal competently with this real-life situation, the adult learners engage in different learning activities in order to design and produce a short stress-test questionnaire for the other students in the centre. They undertake a variety of meaningful oral interaction, reading and writing activities that call upon their existing knowledge and skills in the language. In this learning situation, adult learners engage in three categories of actions: interacting orally, reading and writing to ensure a healthy lifestyle and in so doing, they invoke the significant actions associated with the operational competencies *Communicates* and *Acts methodically*.

To begin, the teacher distributes a general article that includes information on the symptoms of stress and asks the learners to read it individually. With the whole class, the teacher then elicits from the learners any difficulties they may have encountered while reading, encouraging them to discuss and compare the techniques they used to identify and understand the relevant information on the symptoms of stress. The teacher calls attention to the importance of using appropriate prereading and reading strategies and techniques and procedures, such as predicting, scanning the main features of an article (e.g. title, headings, and graphics), making inferences to find specific information, or using context clues to comprehend new

words. To help them build the vocabulary related to the topic of stress, the teacher distributes a crossword puzzle he or she created, using words from the article read, and asks learners to solve it. If necessary, adults reread the article, applying the strategies they find most helpful to find the solutions. The teacher moves around the class, observing and helping the learners.

In a large group, the adults then classify the symptoms of stress into four main categories that the teacher writes on the board (e.g. physical, emotional, intellectual, and behavioural). On the basis of their list of symptoms, they design a self-test stress questionnaire that must include four to five questions from each category. The class is divided into four groups, each group responsible for a particular category. Their task is to construct questions to be included in the questionnaire. The teacher focuses their attention on how to convert listed information into “user-friendly” question forms (e.g. from the symptom “constant fatigue”, they construct the question “Do you feel tired most of the time?”), reminding the learners of correct question formation. Once each group revises and edits their list of questions for accuracy in spelling and grammar, the questions are then pooled together, and in a large group, adult learners and teacher discuss which ones to retain for the questionnaire.

To help in the following activity, the teacher provides a simple model for designing a questionnaire and points out its major components: an introductory explanation of how to take the test, the list of questions, and a summary of how to score the results. Using the model as a guide, the learners as a group compose the introduction

and the summary and decide on the final presentation of their questionnaire; for example, they discuss which format and style best suits their audience (e.g. whether to include simple graphics, use large print). When the document is produced, a final proofreading is performed by all the learners individually. Finally, the stress-test questionnaire is distributed to adults in the centre.

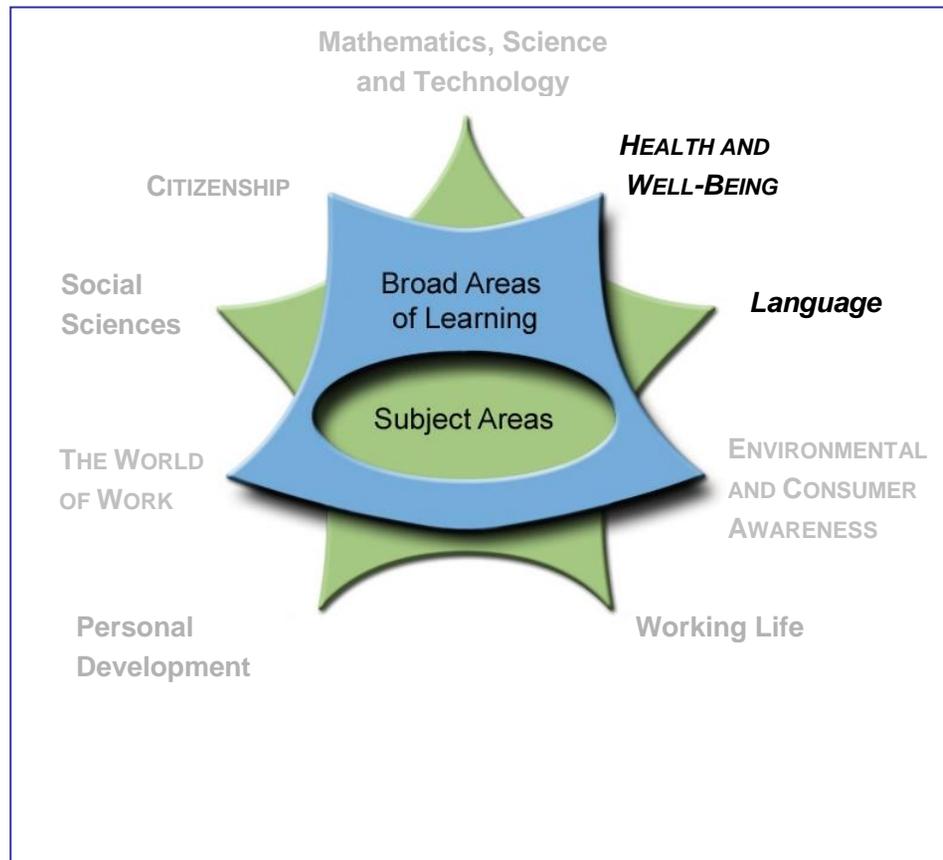
When creating the stress-test questionnaire, the adult learners act methodically by using various reading and writing techniques appropriate to their purpose and by systematically applying rules of grammar and syntax to create and interpret meaning. They employ user-friendly vocabulary appropriate to the audience and design the questionnaire using suitable textual features, such as titles, headings, and numbered lists. Adult learners exercise their communicative competency by determining a purpose for communicating, namely the production of a questionnaire, and by using language pertinent to the type and topic of the discourse. When discussing in groups, adults adapt their language to the roles, status and needs of their peers and to the informal nature of the discussion. They maintain the conversation by taking turns, listening actively and responding appropriately.

At the end of the learning situation, the adult learners come together in one large group and, with the teacher's guidance, discuss the value of the learning situation. They discuss what they have learned, the strategies they have applied, and the problems they have encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously prepared by the teacher. The learner also reflects on the knowledge gained and on

the effectiveness of the strategies used. They then record their reflections in their journals so as to facilitate any reinvestment and adaptation of constructed language knowledge to a real-life stress-related situation.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Using language for a healthy lifestyle	
Learning Situation	
Dealing with stress	
Categories of Actions	
<ul style="list-style-type: none"> Interacting orally in matters related to a healthy lifestyle Reading informative and expressive texts related to a healthy lifestyle Writing informative and expressive texts related to a healthy lifestyle 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Acts methodically 	<ul style="list-style-type: none"> 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 healthy lifestyles
Complementary Resources	
<ul style="list-style-type: none"> Dictionaries Grammar reference materials 	<ul style="list-style-type: none"> Multimedia materials (print) Writing models Other reference materials



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.

Tolerance for ambiguity	Perseverance
Openness	Respect
<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">▪ 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

Course
Informed Choices
ENG 1101-4
Secondary Cycle One



“Today we are beginning to notice that the new media are not just mechanical gimmicks for creating worlds of illusion, but new languages with new and unique powers of expression.”

Marshall McLuhan (1911-1980)

Presentation of the Course *Informed Choices*

The goal of the course *Informed Choices* is to help adult learners use oral and written discourse to deal competently with real-life situations related to being informed about different current issues in the media.

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 exploring current issues in the media.

By the end of the course, adult learners will be able to understand and produce a wide range of informative and expressive texts regarding current issues in the media, including both print and electronic media. They will understand texts, such as short newspaper and magazine articles, radio and television commentaries and documentaries, and produce letters, short articles and opinion texts in order to inform themselves and others about the issues of the day. They will be able to discuss issues, compare points of view, express and justify opinions and articulate concerns regarding current issues in the media.

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 explore current issues in the media.*

The class of situations *Using language to explore current issues in the media* comprises a range of real-life situations in which adults are required to obtain and give information and formulate opinions both orally and in writing regarding current issues in the media. Dealing competently with these situations requires a more extensive vocabulary. It also depends on the ability to discuss issues, compare different points of view, express and justify opinions as well

as understand and exchange information regarding current issues in the media.

Some examples of real-life situations include finding out about climate change and global warming, exploring the problem of violence in the community and becoming informed about the health care system.

Class of Situations	Examples of Real-Life Situations
Using language to explore current issues in the media	<ul style="list-style-type: none"> ▪ Finding out about medical breakthroughs ▪ Finding out about scientific discoveries ▪ Finding out about climate change and global warming ▪ Exploring the problem of violence in the community ▪ Becoming informed about the health care system ▪ Becoming informed about local politics ▪ Exploring issues related to pollution ▪ Exploring the world of entertainment

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 explore current issues in the media 	<ul style="list-style-type: none"> ▪ Exchanges information (e.g. on local political issues) ▪ Discusses issues (e.g. regarding the educational system) ▪ Compares different points of view (e.g. regarding causes of violence in the community) ▪ Expresses opinions and concerns (e.g. regarding health care provision) ▪ Justifies opinions
<ul style="list-style-type: none"> ▪ Listening to informative texts related to current issues in the media 	<ul style="list-style-type: none"> ▪ Listens to radio and television talk shows (e.g. regarding pollution, political affairs) ▪ Listens to television documentaries (e.g. regarding space exploration) ▪ Listens to radio and television news reports (e.g. regarding new medical treatments) ▪ Listens to radio and television commentaries (e.g. regarding public spending) ▪ Listens to radio and television interviews (e.g. with politicians, scientists, entertainers) ▪ Listens to debates (e.g. on global warming)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative and expressive texts related to current issues in the media 	<ul style="list-style-type: none"> ▪ Reads media web sites ▪ Reads opinion texts on local issues (e.g. regarding public safety measures) ▪ Reads articles (e.g. regarding new medical treatments) ▪ Reads pamphlets and flyers (e.g. regarding political candidates, environmental issues) ▪ Reads blogs
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to current issues in the media 	<ul style="list-style-type: none"> ▪ Writes short articles (e.g. on public safety) ▪ Writes opinion texts (e.g. regarding the effects of pollution) ▪ Writes notices, posters and flyers (e.g. advertising concerts, community theatre) ▪ Writes blogs ▪ Writes letters and e-mails (e.g. request, complaint) ▪ Writes 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 explore current issues in the media

Categories of Actions

- Interacting orally to become informed about current issues in the media
- Listening to informative texts related to current issues in the media
- Reading informative and expressive texts related to current issues in the media
- Writing informative and expressive texts related to current issues in the media

Operational Competencies

Communicates

- Determines a purpose for communicating
- Recognizes the other speaker or writer's purpose
- Responds appropriately to the interlocutor's interventions
- Adapts language to the roles, status, characteristics and needs of the audience
- Uses language appropriate to the degree of formality and the topic of the exchange

Thinks logically

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

Exercises critical and ethical judgment

- Evaluates an oral or written text in terms of its purpose and audience
- Uses criteria to assess the quality of an oral or written text
- Distinguishes between informative and persuasive language

Essential Knowledge

- Types of discourse (informative, expressive)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax

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 explore current issues in the media*, adults use language resources to keep informed about the important matters of the day. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adult learners use a variety of language functions to achieve the communicative purposes they determined, such as asking for and exchanging information, giving opinions, agreeing or disagreeing. When discussing various subjects and comparing points of view, they recognize the other speaker's purpose and respond appropriately to their interlocutor's interventions. They use speaking techniques such as ordering ideas in a sequence and repetition when expressing and justifying opinions. When discussing issues, they use a variety of features of oral discourse, such as stress, intonation, facial expressions and eye contact.

When listening to informative texts, whether they are radio and television news reports, or short editorial comments, adult learners use listening techniques such as appealing to visual and auditory cues—images and sound effects. They also distinguish between informative and persuasive language and recognize the underlying attitudes and biases conveyed by a speaker's choice of words, tone, volume and facial expressions.

Adult learners read a variety of informative and expressive texts both print and electronic, such as short reports, articles, opinion texts and blogs to explore current issues in the media. They use appropriate criteria to assess the quality of a text, such as accuracy of facts and clarity of expression. They also evaluate oral and written texts in terms of their appropriateness to their intended purpose and audience. To construct meaning from the text, they rely on discourse cues such as chronological order or order of importance. They employ reading techniques such as making inferences or pausing and summarizing. After reading, they rely on procedures to enhance their response, such as sharing and discussing interpretations, comparing different perspectives or writing a reflective journal entry.

When writing informative and expressive texts such as short articles, letters of opinion, notices and journal entries, adults adopt an organizational structure appropriate to the text type using features of coherent discourse, such as an introduction, body, conclusion. They also use visual features such as illustrations, graphics and layout. They use transitional devices and connectors that establish semantic links between sentences and paragraphs and observe conventions of the writing system, such as correct spelling and punctuation. Furthermore, they systematically appeal to rules of grammar and syntax in creating and interpreting meaning.

When speaking or writing, they respect the sociolinguistic features of discourse by adapting their language to the roles, status, characteristics and needs of the audience and by using language appropriate to the degree of formality and the topic of exchange.

Evaluation Criteria

- Interacts effectively using a limited range of oral texts
- Understands a limited range of oral texts effectively
- Reads a limited range of texts effectively
- Writes a limited range of texts effectively

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*, *Thinks logically* and *Exercises critical and ethical judgment*.

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 explore current issues in the media*.

Adult learners exercise their communicative competency by determining a purpose for communicating and recognizing the other speaker or writer's purpose. When interacting orally, they respond appropriately to their interlocutor's interventions. They use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience in order to achieve their communicative purposes. The operational competency *Communicates* is exercised whenever adults are involved in real-life situations related to exploring current issues in the media.

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. Language users exercise logical thinking in all real-life situations associated with the class of situations *Using language to explore current issues in the media*.

Adult learners exercise logical thinking by using features of coherent discourse. They adopt an organizational structure appropriate to the text type such as introduction, body and conclusion that ensures coherence and unity of the text. They also use transitional devices and connectors that establish semantic links between sentences and paragraphs and help to convey the logical relationships between ideas, such as cause and effect or comparison and contrast. The operational competency *Thinks logically* is exercised whenever adults are involved in real-life situations in which they explore current issues in the media.

Contribution of the Operational Competency *Exercises Critical and Ethical Judgment*

The operational competency *Exercises critical and ethical judgment* is the ability to shape one's own thinking. It involves the capacity to analyze and assess the value or impact of oral and written texts in order to arrive at a critical judgment. This judgment is applied not only to the oral and written communication of others, but also to one's own. This competency is solicited in all real-life situations associated with the class of situations *Using language to explore current issues in the media*.

Adult learners exercise critical and ethical judgment when they evaluate an oral or written text in terms of its purpose and audience. They use criteria in order to assess the quality of texts, such as accuracy of information and clarity of expression. Adults also distinguish between informative and persuasive language and recognize the underlying attitudes and biases conveyed by a speaker or writer's choice of words, tone, emphasis, and volume. Thus, the operational competency *Exercises critical and ethical judgment* is used whenever adults are involved in real-life situations related to current issues in the media.

Essential Knowledge

The essential knowledge for the Secondary Cycle One courses is found at the end of the Secondary Cycle One level.

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.

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▪ 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 secondary cycle one level, an example of a learning situation is provided in the course *Enjoyment and Entertainment II*. 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.

Course
Enjoyment and Entertainment I
ENG 1102-2
Secondary Cycle One



“The ultimate end of education is happiness or a good human life, a life enriched by the possession of every kind of good, by the enjoyment of every type of satisfaction.”

Mortimer J. Adler (1902-2001)

Presentation of the Course *Enjoyment and Entertainment I*

The goal of the course *Enjoyment and Entertainment I* is to help adult learners use oral and written discourse to deal competently with real-life situations related to exploring Québec and Canadian cultural expression.

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 exploring the artistic heritage of Québec and Canada.

By the end of the course, adult learners will be able to understand and appreciate aesthetic texts such as short stories, radio and television dramas, theatrical performances and films related to Québec and Canadian cultural expression. They will understand informative texts such as newspaper and magazine articles and reviews, and produce informative and expressive texts such as short entertainment reviews, letters of inquiry and journal entries in order to develop an appreciation for the cultural heritage of Québec and Canada. They will also be able to discuss interpretations, express and justify opinions and share views and responses to aesthetic experiences.

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 explore Québec and Canadian cultural expression*.

The class of situations *Using language to explore Québec and Canadian cultural expression* comprises a range of real-life situations in which adult learners enhance their cultural awareness and develop an appreciation of the specific contributions and talents of Québec and Canadian artists and writers. Dealing competently with these situations requires adults to use language to research

information, share reactions and interpretations, and express opinions and aesthetic appreciation.

Some examples of the real-life situations include attending Québec and Canadian theatre, visiting museums, exploring traditional dance, and attending book fairs.

Class of Situations	Examples of Real-Life Situations
Using language to explore Québec and Canadian cultural expression	<ul style="list-style-type: none">▪ Attending Québec and Canadian films▪ Attending Québec and Canadian theatre▪ Attending concerts given by Québec and Canadian artists▪ Attending Québec and Canadian reading and storytelling events▪ Attending presentations on Québec and Canadian cultural expression▪ Attending book fairs▪ Using libraries▪ Visiting museums▪ Visiting handicraft and antique shows▪ Exploring traditional dance▪ Attending festivals

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 explore Québec and Canadian cultural expression 	<ul style="list-style-type: none"> ▪ Exchanges information (e.g. about Québec and Canadian authors, musicians, artists) ▪ Exchanges information (e.g. about cultural activities and events) ▪ Shares views and responses to aesthetic experiences (e.g. on dance performances) ▪ Expresses and justifies opinions (e.g. on art, films, music) ▪ Discusses interpretations (e.g. of films, plays, dance, music) ▪ Expresses appreciation (e.g. of art, films, music)
<ul style="list-style-type: none"> ▪ Listening to informative and aesthetic texts to explore Québec and Canadian cultural expression 	<ul style="list-style-type: none"> ▪ Listens to Québec and Canadian stories, tales, legends (e.g. at storytelling events; on radio, television) ▪ Listens to Québec and Canadian television and radio shows (e.g. dramas, comedy acts) ▪ Listens to theatrical performances ▪ Listens to films ▪ Listens to short commentaries and entertainment reviews (e.g. on television, radio, internet) ▪ Listens to interviews of Québec and Canadian artists, musicians, actors (e.g. on radio and television) ▪ Listens to presentations (e.g. in community centres)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative and aesthetic texts to explore Québec and Canadian cultural expression 	<ul style="list-style-type: none"> ▪ Reads Québec and Canadian stories and poems ▪ Reads reviews (e.g. of books, plays) ▪ Reads short biographies ▪ Reads magazines (e.g. entertainment) ▪ Reads newspapers (e.g. short articles and reviews, calendar of events, previews and listings) ▪ Reads background information (e.g. on events, works of art) ▪ Reads ads, brochures and pamphlets (e.g. in concert halls, theatres)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts to explore Québec and Canadian cultural expression 	<ul style="list-style-type: none"> ▪ Writes letters (e.g. request, appreciation) ▪ Writes journal entries

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 explore Québec and Canadian cultural expression

Categories of Actions

- Interacting orally to explore Québec and Canadian cultural expression
- Listening to informative and aesthetic texts to explore Québec and Canadian cultural expression
- Reading informative and aesthetic texts to explore Québec and Canadian cultural expression
- Writing informative and expressive texts to explore Québec and Canadian cultural expression

Operational Competencies

Communicates

- Determines a purpose for communicating
- Recognizes the other speaker or writer's purpose
- Responds appropriately to the interlocutor's interventions
- Adapts language to the roles, status, characteristics and needs of the audience
- Uses language appropriate to the degree of formality and the topic of the exchange

Uses creativity

- Shares a personal response to texts
- Interprets a text beyond its literal meaning
- Responds imaginatively to the images, sounds, rhythms and associations suggested by the text

Exercises critical and ethical judgment

- Evaluates an oral or written text in terms of its purpose and audience
- Uses criteria to assess the quality of an oral or written text
- Distinguishes between informative, persuasive and figurative language

Essential Knowledge

- Types of discourse (informative, expressive and aesthetic)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The writing system
- Literary elements
- Language functions
- Sociolinguistic features
- Grammar and syntax

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 explore Québec and Canadian cultural expression*, adults use language resources to enhance and develop an appreciation for the cultural heritage of Québec and Canada. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adult learners use a variety of language functions to achieve their communicative purposes, such as asking for and sharing information or expressing appreciation for the cultural heritage of Québec and Canada. Whether they are expressing their opinions, discussing their interpretations or sharing responses to aesthetic experiences, adults recognize the other speaker or writer's purpose and respond appropriately to their interlocutor's interventions. They use speaking techniques such as reformulation, ordering ideas in a sequence and observing turn-taking rules as well as discourse features such as stress, pauses and intonation when sharing their views and responses to aesthetic experiences.

When listening to informative and aesthetic texts, such as plays, interviews and entertainment reviews, adults use listening techniques such as predicting and guessing from context, and discourse cues, such as verbal and non-verbal features to improve their comprehension. They distinguish between informative, persuasive, and figurative language and recognize the underlying attitudes and biases conveyed by a speaker's choice of words, tone, emphasis and volume.

Adult learners read informative and aesthetic texts such as short newspaper articles, stories, and poems to explore Québec and Canadian cultural expression. To construct meaning from the text, they use reading techniques such as pausing, summarizing and making connections. They also interpret a text beyond its literal meaning by using techniques such as making inferences. They also evaluate the text in terms of its purpose and audience and use appropriate criteria to assess its quality. When evaluating informative texts, they employ criteria such as accuracy of information, clarity of expression and the author's choice of persuasive devices; when judging aesthetic texts they use criteria such as diction and imagery. Adult learners respond imaginatively to the images, sounds, rhythms and associations suggested by the text and share and refine a personal response to an aesthetic text to enhance their understanding and appreciation.

When writing informative and expressive texts, such as letters, short reviews and personal responses, adult learners employ writing techniques, such as outlining, concept mapping and peer editing to organize and refine their text. They observe conventions of the writing system such as correct spelling and punctuation and systematically appeal to rules of grammar and syntax in creating and interpreting meaning.

When speaking or writing, they respect the sociolinguistic features of discourse by using language appropriate to the degree of formality and the topic of the exchange and by adapting it to the roles, status, characteristics and needs of the audience.

Evaluation Criteria

- Interacts effectively using a limited range of oral texts
- Understands a limited range of oral texts effectively
- Reads a limited range of texts effectively
- Writes a limited range of texts effectively

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*, *Uses creativity* and *Exercises critical and ethical judgment*

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 explore Québec and Canadian cultural expression*.

Adult learners exercise their communicative competency by determining a purpose for communicating and recognizing the other speaker or writer's purpose. When interacting orally, they respond appropriately to their interlocutor's interventions. They use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience in order to achieve their communicative purposes. The operational competency *Communicates* is exercised whenever adults are involved in real-life situations related to exploring Québec and Canadian cultural expression.

Contribution of the Operational Competency *Uses Creativity*

The operational competency *Uses creativity* involves the capacity to deal with situations in an imaginative and innovative manner. Language users exercise their creativity when they experiment with language inventively and when they use their imagination to make their own connections in a text. This competency is solicited in all real-life situations associated with the class of situations *Using language to explore Québec and Canadian cultural expression*.

Whether they are acting as speakers, listeners, readers or writers, adult learners exercise their creativity when they share a personal response to informative and aesthetic texts. When listening to or reading an aesthetic text, they interpret it beyond its literal meaning and respond imaginatively to the images, sounds, rhythms and associations suggested by the text. The operational competency *Uses creativity* is exercised whenever adults are involved in situations related to exploring Québec and Canadian cultural expression.

Contribution of the Operational Competency *Exercises Critical and Ethical Judgment*

The operational competency *Exercises critical and ethical judgment* is the ability to shape one's own thinking. It involves the capacity to analyze and assess the value or impact of oral and written texts in order to arrive at a critical judgment. This judgment is applied not only to the oral and written communication of others, but also to one's own. This competency is solicited in all real-life situations associated with the class of situations *Using language to explore Québec and Canadian cultural expression*.

Adult learners exercise critical and ethical judgment when they evaluate an oral or written text in terms of its purpose and audience. They use criteria in order to assess the quality of an aesthetic text, such as point of view, metaphors, sound effects and colour. When evaluating informative texts, they use criteria such as accuracy of information and clarity of expression. Adult learners also distinguish between informative, persuasive and figurative language and recognize the underlying attitudes and biases conveyed by a speaker or writer's choice of words, tone, emphasis and volume. Thus, the operational competency *Exercises critical and ethical judgment* is used whenever adults are involved in real-life situations related to exploring Québec and Canadian cultural expression.

Essential Knowledge

The essential knowledge for the Secondary Cycle One courses is found at the end of the Secondary Cycle One level.

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.

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▪ Theatres	<ul style="list-style-type: none">▪ Dictionaries▪ Thesauri▪ Glossaries▪ Grammar reference books▪ Other reference materials (e.g. encyclopaedias, maps)▪ 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 secondary cycle one level, an example of a learning situation is provided in the course *Enjoyment and Entertainment II*. 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.

Course
Enjoyment and Entertainment II
ENG 2101-2
Secondary Cycle One



“Read as you taste fruit or savour wine, or enjoy friendship, love or life.”

George Holbrook Jackson (1874 – 1948)

Presentation of the Course *Enjoyment and Entertainment II*

The goal of the course *Enjoyment and Entertainment II* is to help adult learners use oral and written discourse to deal competently with real-life situations related to exploring and appreciating the creative potential of language.

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 where they discover and appreciate literary works and experiment with language imaginatively.

By the end of the course, adult learners will be able to understand and produce a variety of informative, expressive and aesthetic texts related to the creative aspect of language. They will, for example, create short stories, skits or poems, write simple reviews of aesthetic texts, respond to short plays, tales or myths, give oral readings and understand interviews. They will also be able to tell stories and anecdotes and share views and responses to aesthetic texts.

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: *Exploring and appreciating the creative potential of language*.

The class of situations *Exploring and appreciating the creative potential of language* includes a range of real-life situations in which adults discover and experience the ingenious promise of oral and written language. Dealing competently with these situations requires the ability to respond to and create simple fictional texts, such as short stories or skits, share views and responses to aesthetic texts and appreciate language as a tool for creative self-expression.

Some examples of these real-life situations include participating in a community theatre group, giving a book or poetry reading, entering a writing contest, belonging to a book club, and entertaining others in social situations.

Class of Situations	Examples of Real-Life Situations
Exploring and appreciating the creative potential of language	<ul style="list-style-type: none">▪ Taking part in book or poetry readings▪ Participating in a community theatre group▪ Exploring popular culture▪ Telling stories▪ Entering writing contests▪ Participating in literary festivals▪ Belonging to a book club▪ Attending films, plays▪ Entertaining others in social situations▪ Relaxing with a book

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 explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Recounts stories, tales, legends, myths, poems, song lyrics ▪ Tells jokes, anecdotes ▪ Gives oral readings (e.g. poems, book excerpts) ▪ Acts in skits and plays (e.g. in community theatre) ▪ Shares views and responses to aesthetic texts (e.g. stories, poems, plays) ▪ Discusses interpretations (e.g. of films, song lyrics)
<ul style="list-style-type: none"> ▪ Listening to informative and aesthetic texts to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Listens to stories, tales, legends, myths, poems, song lyrics (e.g. for aesthetic elements) ▪ Listens to jokes, anecdotes (e.g. puns, word play) ▪ Listens to films, plays (e.g. dialogue, sound effects) ▪ Listens to interviews, reviews and discussions (e.g. at literary festivals/competitions) ▪ Listens to comedy shows, television sitcoms or dramas
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Reads tales, legends, myths, poems, song lyrics ▪ Reads stories ▪ Reads personal responses ▪ Reads articles and reviews (e.g. in literary magazines) ▪ Reads instructions (e.g. creative writing tips)
<ul style="list-style-type: none"> ▪ Writing expressive and aesthetic texts to explore and appreciate the creative potential of language 	<ul style="list-style-type: none"> ▪ Writes short stories ▪ Writes jokes, anecdotes ▪ Writes skits ▪ Writes poems, song lyrics ▪ Writes notes, e-mails, letters expressing personal responses ▪ Writes journal entries

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

Exploring and appreciating the creative potential of language

Categories of Actions

- Interacting orally to explore and appreciate the creative potential of language
- Listening to informative and aesthetic texts to explore and appreciate the creative potential of language
- Reading informative, expressive and aesthetic texts to explore and appreciate the creative potential of language
- Writing expressive and aesthetic texts to explore and appreciate the creative potential of language

Operational Competencies

Communicates

- Determines a purpose for communicating
- Recognizes the other speaker or writer's purpose
- Responds appropriately to the interlocutor's interventions
- Adapts language to the roles, status, characteristics and needs of the audience
- Uses language appropriate to the degree of formality and the topic of the exchange

Uses creativity

- Shares a personal response to texts
- Interprets a text beyond its literal meaning
- Responds imaginatively to the images, sounds, rhythms and associations suggested by an aesthetic text
- Experiments with literary elements to enhance the aesthetic quality of a text

Exercises critical and ethical judgment

- Evaluates an oral or written text in terms of its purpose and audience
- Uses criteria to assess the quality of an oral or written text

Essential Knowledge

- Types of discourse (informative, expressive and aesthetic)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The sound system
- The writing system
- Literary elements
- Language functions
- Sociolinguistic features
- Grammar and syntax

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 *Exploring and appreciating the creative potential of language*, adults experiment and respond to the aesthetic and imaginative aspects of language and its potential to create new meanings and novel associations. Their purpose in speaking, listening, reading or writing is to enjoy and appreciate the aesthetic experience of creative language use.

When interacting orally, adults use a variety of language functions such as narrating, recounting, entertaining, describing a person, place or event, and expressing personal responses and interpretations. When doing so, they determine a purpose for communicating and recognize the other speaker's purpose. Taking the characteristics and interests of their audience into consideration, they respond appropriately to their interlocutor's interventions. When recounting stories, reciting poems or telling jokes, they use features of the sound system, such as intonation and rhythm, and discourse cues, such as body language and gestures, to enhance the quality of their discourse.

When listening to aesthetic texts, they respond imaginatively to the images, sounds, rhythms and associations suggested by such texts and apply criteria, such as the use of sound effects, colour or camera work, to evaluate the aesthetic appeal and entertainment value of the texts. When listening to informative texts, such as discussions and interviews, they assess the quality of the interpretations and reviews by evaluating the accuracy of information, clarity of expression and word choice in the text.

Adults read a variety of informative, expressive and aesthetic texts, such as short plays, literary articles, reviews and responses. When reading an aesthetic text, they interpret it beyond its literal meaning and respond imaginatively to the literary elements employed, such as imagery and personification. They also share and refine their personal response in order to enhance their appreciation of texts.

Using writing techniques, such as free-writing and outlining, adults write expressive and aesthetic texts. They express their personal responses in journal entries and compose short stories, skits or poems for pleasure and self-expression. They experiment with literary elements, such as similes and metaphors to enhance the aesthetic quality of the texts they produce. They share their creative efforts with others and make revisions on the basis of the responses they receive, observing conventions of the writing system and using correct grammar and syntax.

When speaking or writing, adults use language appropriate to the degree of formality and the topic of the exchange and respect the sociolinguistic features by adapting their language to the roles, status, characteristics and needs of their audience.

Evaluation Criteria

- Interacts effectively in a moderate range of familiar and unfamiliar situations using a variety of oral texts
- Understands a variety of oral texts in a moderate range of familiar and unfamiliar situations effectively
- Reads a variety of texts effectively
- Writes a moderate range of texts effectively for a variety of purposes

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*, *Uses creativity* and *Exercises critical and ethical judgment*.

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 *Exploring and appreciating the creative potential of language*.

Adult learners exercise their communicative competency by determining a purpose for communicating and recognizing the other speaker or writer's purpose. When interacting orally, they respond appropriately to their interlocutor's interventions. They use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience in order to achieve their communicative purposes. The operational competency *Communicates* is exercised whenever adults are involved in real-life situations related to exploring and appreciating the creative potential of language.

Contribution of the Operational Competency *Uses Creativity*

The operational competency *Uses creativity* involves the capacity to deal with situations in an imaginative and innovative manner. Language users exercise their creativity when they experiment with language inventively and when they use their imagination to make their own connections in a text. This competency is solicited in all real-life situations associated with the class of situations *Exploring and appreciating the creative potential of language*.

Whether they are acting as speakers, listeners, readers or writers, adult learners exercise their creativity when they share a personal response to texts. When listening to or reading an aesthetic text, they interpret it beyond its literal meaning and respond imaginatively to the images, sounds, rhythms and associations suggested by the text. As speakers or writers, they experiment with language, using a variety of literary elements; for example, similes, metaphors and imagery to enhance the aesthetic quality of texts such as poetry, stories and song lyrics. Thus, the operational competency *Uses creativity* is exercised whenever adults are involved in real-life situations where they explore and appreciate the creative potential of language.

Contribution of the Operational Competency *Exercises Critical and Ethical Judgment*

The operational competency *Exercises critical and ethical judgment* is the ability to shape one's own thinking. It involves the capacity to analyze and assess the value or impact of oral and written texts in order to arrive at a critical judgment. This judgment is applied not only to the oral and written communication of others, but also to one's own. This competency is solicited in all real-life situations associated with the class of situations *Exploring and appreciating the creative potential of language*.

Adult learners exercise critical and ethical judgment when they evaluate an oral or written text in terms of its purpose and audience. They use criteria in order to assess the quality of an aesthetic text, such as imagery, metaphors, sound effects and colour. When evaluating informative texts, they use criteria such as accuracy of information, clarity of expression and word choice. Thus, the operational competency *Exercises critical and ethical judgment* is used whenever adults are involved in real-life situations where they explore and appreciate the creative potential of language.

Essential Knowledge

The essential knowledge for Secondary Cycle One courses is found at the end of the Secondary Cycle One 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.

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▪ Theatres	<ul style="list-style-type: none">▪ Dictionaries▪ Thesauri▪ Glossaries▪ Grammar reference books▪ Other reference materials (e.g. encyclopaedias)▪ 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 be perceived 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 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 learning 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 choosing the appropriate strategies for constructing the necessary resources and give specific instruction to individuals and groups as needed. The teacher encourages the learners to make links between new knowledge and existing knowledge, and to reflect on and evaluate their learning process and the degree to which they have developed their competencies.

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

Learning Situation

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

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

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

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

- planning learning
- actual learning
- integrating and reinvesting learning

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

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

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

Example of a Learning Situation

Creating a Children's Story

In the class of situations *Exploring and appreciating the creative potential of language*, one of the examples of real-life situations is *Participating in literary festivals*.

In order to increase the number of children's books available in its daycare centre, the local community has launched a literary festival, inviting "budding authors" to create stories for young children. One class in the local adult education centre has decided to participate by submitting a number of short children's stories. In order to deal competently with this real-life situation, adult learners engage in different learning activities to create and illustrate stories destined to augment the supply of books in the daycare centre library. To do so, they use speaking, listening, reading and writing resources and reinvest essential knowledge, such as literary structure (plot, setting, character, conflict), that pertains to aesthetic texts learned in previous learning situations. In this learning situation, adult learners engage primarily in two categories of actions: reading and writing to explore and appreciate the creative potential of language. They will also call upon and further develop their operational competencies *Uses creativity* and *Exercises critical and ethical judgment* by undertaking the significant actions associated with them.

To introduce the learning situation, the teacher leads a brainstorming activity with the class in which the adult learners are asked to recall their favourite story books from childhood and explain what made them so memorable. The teacher encourages the adult learners to activate their existing knowledge in order to elicit the characteristics of a good story and to think about possible ideas that would help them get started writing one of their own.

For the first learning activity, the teacher divides the class into three groups, giving each group a specific short children's story. The adult learners read the assigned story individually. They develop an initial response to the images, sounds, rhythms and associations suggested by the text and share it with the other members of the group. Using reading techniques such as skimming, scanning, and summarizing, each member of the group then discusses the structure of the story in terms of its plot, setting, characters and conflict. The teacher circulates among the adults, asking questions to individual learners or addressing them to a particular group, always allotting enough time for them to reflect. The teacher asks different types of questions such as diverging questions (e.g. "How else might the main character have solved the conflict?") or reverted questions (e.g. "What brought you to this conclusion?"), which require learners to return to the text to confirm and refine their interpretations.

For the second learning activity, the teacher asks each group to reread their children's story to develop a list of criteria that would best describe the literary structure and special literary elements used in writing stories intended for children four- to- five years old. One person from each group acts as the secretary and records the ideas. The teacher then asks a spokesperson from each group to share the items on the group's list with the other adult learners. Next, the teacher leads a discussion with the whole class, eliciting the following information:

1. The story must have a clear plot.

2. The story should have no more than three characters.
3. The main character solves his or her own problems.
4. The story is told from a single point of view.
5. The sentence structure is simple.
6. The author must make use of literary elements such as alliteration (e.g. “*Harriet’s Horrible Hair Day*”); rhythm and rhyme (e.g. *I’ll huff and I’ll puff and I’ll blow your house down.*”).

To prepare for the writing activity, the teacher organizes the adult learners in pairs and explains that they will write a short children’s story. The adult learners begin by exploring ideas for the story, including the story line and characters, using prewriting techniques such as brainstorming, mapping, clustering and outlining. They also discuss their ideas regarding the structure of the text they intend to compose, keeping in mind its audience. The teacher circulates around the class encouraging them to express and share their ideas orally and to consider the use of discourse features such as illustrations and layout. As they compose, they may refer to their outline and to children’s stories as models, but adapt them to their own purposes as the story evolves. As well, they experiment with a variety of literary elements suitable to their audience to enhance the aesthetic quality of their text. The teacher takes this opportunity to draw their attention to the function and use of literary elements, such as alliteration, metaphors and personification, and asks students to give examples of each. They also create a catchy title for the story.

Finally, they edit their writing for spelling, punctuation and grammar, referring to dictionaries and grammar reference books when necessary.

In the final activity, they read three other stories written by their classmates, using the previously developed list of criteria to evaluate the appeal and suitability of the story for four- or five- year old children. They also do some peer editing to correct any outstanding errors of form. They write their comments either within the text itself or on a separate sheet of paper. When they receive their work back from the three peer readers, the writers make their final revisions and decide on the illustrations and layout. They submit their work to the teacher who readies the books for the library.

At the end of the learning situation, adult learners come together in one large group and discuss with the teacher the value of the learning situation. They discuss the information they learned, the strategies they applied, and the problems they encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously prepared by the teacher. The learner also reflects on the knowledge gained and on the effectiveness of the strategies used. They then record their reflections in their journals so as to facilitate any reinvestment and adaptation of constructed language knowledge to a real-life creative writing situation.

Elements of the Course Addressed by the Learning Situation

Class of Situations

Exploring and appreciating the creative potential of language

Learning Situation

Creating a Children's Story

Categories of Actions

- Reading informative, expressive and aesthetic texts to explore and appreciate the creative potential of language
- Writing expressive and aesthetic texts to explore and appreciate the creative potential of language

Operational Competencies

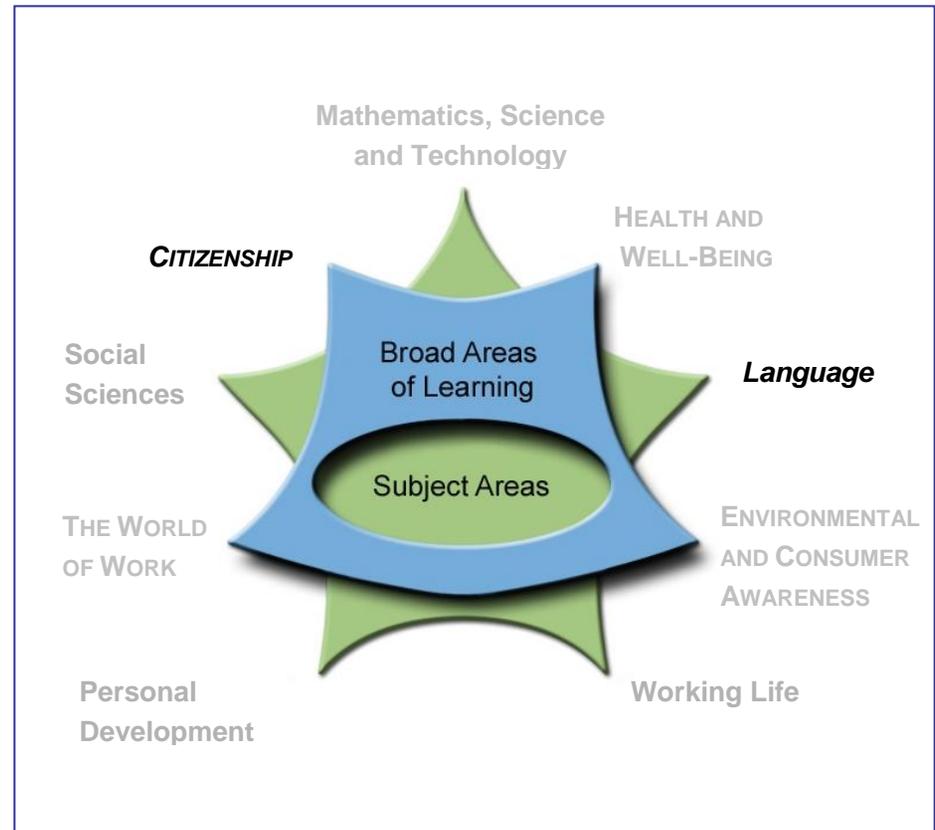
- Uses creativity
- Exercises critical and ethical judgment

Essential Knowledge

- Types of discourse (aesthetic)
- Discourse cues and features
- Reading and writing strategies, techniques and procedures
- The sound system
- The writing system
- Literary elements
- Language functions
- Sociolinguistic features
- Grammar and syntax

Complementary Resources

- | | |
|----------------|---------------------------|
| ▪ Dictionaries | ▪ Children's stories |
| ▪ Thesauri | ▪ Grammar reference books |



Course
Rights and Responsibilities
ENG 2102-4

Secondary Cycle One



“To decide, to be at the level of choice, is to take responsibility for your life and to be in charge of it.”

Abbie M. Dale

Presentation of the Course *Rights and Responsibilities*

The goal of the course *Rights and Responsibilities* is to help adult learners use oral and written discourse to deal competently with real-life situations in matters related to their rights and responsibilities.

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 exercising their basic rights and fulfilling their obligations in different areas of their lives. It is not the intention of this course to make adults experts either in complex legal matters or legal discourse, but rather to provide them with the opportunity to construct the language resources they need to consult appropriate agencies and documentation that are accessible to the average citizen.

By the end of the course, adult learners will be able to understand and produce simple informative and expressive texts related to their rights and responsibilities. They will, for example, understand booklets and brochures, basic contracts as well as lectures and short television debates and commentaries. They will produce letters of complaint or inquiry and simple opinion texts in order to obtain and give pertinent legal information and advice. They will also be able to request assistance, express their needs, share their concerns, and exchange their opinions and points of views with others about matters pertaining to their rights and responsibilities.

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 in exercising rights and responsibilities*.

The class of situations *Using language in exercising rights and responsibilities* includes a range of real-life situations that require adults to use oral and written language to access and consult appropriate agencies and documentation concerning their rights and responsibilities in their various social roles. Dealing competently with these situations depends on the ability to ask for, obtain and give information, instructions and advice, to describe personal situations,

to share needs and concerns with others, and to express opinions and points of view through discussion and debate.

Some examples of these real-life situations include changing marital status, being a victim of harassment or credit card fraud, applying for social assistance or legal aid and voting in elections.

Class of Situations	Examples of Real-Life Situations
Using language in exercising rights and responsibilities	<ul style="list-style-type: none"> ▪ Changing marital status ▪ Ensuring children’s education ▪ Ensuring appropriate medical care ▪ Being dissatisfied with a product or service ▪ Being a victim of identity or credit card fraud ▪ Being a victim of harassment ▪ Being a victim of discrimination ▪ Being a landlord or a tenant ▪ Suffering from a job-related injury or accident ▪ Applying and receiving social assistance ▪ Applying for legal aid ▪ Applying for a pension ▪ Applying for a passport ▪ Voting in an election

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 rights and responsibilities 	<ul style="list-style-type: none"> ▪ Requests, obtains and gives information and instructions (e.g. regarding child custody, harassment, voting procedures) ▪ Requests and obtains assistance and advice (e.g. legal aid, medical consultation) ▪ Describes personal situation (e.g. about medical status, work-related injury) ▪ Explains point of view (e.g. at the rental board) ▪ Reports incidents (e.g. to law enforcement agencies, insurance companies) ▪ Participates in discussions and negotiations (e.g. concerning child support, landlord/tenant issues) ▪ Expresses opinions, agreement or disagreement (e.g. on children's education, political candidates) ▪ Discusses and debates issues (e.g. regarding private health care, discrimination) ▪ Shares needs, views, feelings, concerns (e.g. on old age security, landlord's responsibilities) ▪ Shares personal experiences (e.g. concerning divorce, medical attention) ▪ Registers a complaint (e.g. at government agencies, customer service departments)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Listening to informative texts related to rights and responsibilities 	<ul style="list-style-type: none"> ▪ Listens to public announcements (e.g. political campaigns) ▪ Listens to instructions (e.g. regarding voting procedures) ▪ Listens to television and radio debates and commentaries (e.g. political speeches) ▪ Attends information sessions (e.g. regarding pension application, children’s schooling, women’s issues)
<ul style="list-style-type: none"> ▪ Reading informative texts related to rights and responsibilities 	<ul style="list-style-type: none"> ▪ Reads government web sites for information and instructions (e.g. regarding family allowance, maternity leave, legal aid services) ▪ Reads pamphlets, brochures, booklets (e.g. on employment insurance, social welfare, tenant/landlord rights and responsibilities) ▪ Reads public notices and ads (e.g. in newspaper) ▪ Reads contracts (e.g. lease, credit card) ▪ Reads directives, guidelines (e.g. community bylaws, company guidelines) ▪ Reads consumer and credit reports ▪ Reads opinion texts (e.g. in community newspaper)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to rights and responsibilities 	<ul style="list-style-type: none"> ▪ Writes formal letters (e.g. inquiry, complaint, request) ▪ Writes reports (e.g. accident, injury, theft) ▪ Fills out forms (e.g. for insurance, passport application) ▪ Writes opinion texts (e.g. in community newspaper) ▪ Keeps records and logs (e.g. concerning harassment incidents, tenant/landlord issues) ▪ Writes inventories (e.g. for insurance purposes) ▪ Writes journal entries

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 in exercising rights and responsibilities

Categories of Actions

- Interacting orally in matters related to rights and responsibilities
- Listening to informative texts related to rights and responsibilities
- Reading informative texts related to rights and responsibilities
- Writing informative and expressive texts related to rights and responsibilities

Operational Competencies

Communicates

- Determines a purpose for communicating
- Recognizes the other speaker or writer's purpose
- Responds appropriately to the interlocutor's interventions
- Adapts language to the roles, status, characteristics and needs of the audience
- Uses language appropriate to the degree of formality and the topic of the exchange

Thinks logically

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

Exercises critical and ethical judgment

- Evaluates an oral or written text in terms of its purpose and audience
- Uses criteria to assess the quality of an oral or written text
- Distinguishes between informative and persuasive language

Essential Knowledge

- Types of discourse (informative, expressive)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedures
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax

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 in exercising rights and responsibilities*, adults use language resources in matters related to their rights and obligations. Whether they are speaking, listening, reading or writing adults determine a purpose for communicating.

When interacting orally, adults use a variety of language functions to achieve their communicative purposes, such as asking for and giving information and instructions, requesting assistance and advice and expressing their needs, opinions and points of view regarding their rights and responsibilities. While discussing or debating issues, adults share their views and concerns and express agreement or disagreement. They recognize the other speaker's purpose and respond appropriately to their interlocutor's interventions. When describing personal situations and experiences, they use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience, thus respecting the sociolinguistic features of the discourse. They participate in discussions and negotiations and use features of oral discourse, such as emphasis and pauses, to achieve added effect.

While listening to informative discourse, such as information sessions and short television or radio debates and commentaries, they rely on verbal and non-verbal discourse cues, such as intonation and body language, to help them understand the speaker's viewpoint. They distinguish between informative and persuasive language and recognize the underlying attitudes and biases conveyed by the speaker's choice of words, tone, emphasis and volume.

They also read a variety of informative texts related to their rights and responsibilities, such as pamphlets, brochures, basic contracts, opinion texts and government web sites. They use criteria, such as accuracy of information and clarity of expression, to assess the quality of a written text. They also evaluate the pertinence of the text in terms of its intended purpose and audience and its coherence in the ordering of ideas, such as chronological order, order of importance or logical order. Furthermore, they use appropriate reading strategies, techniques and procedures such as making hypothesis and inferences and confirming them.

Adults write various informative texts, such as formal letters, reports and opinion texts as well as expressive texts, such as journal entries, on matters related to their rights and obligations. They adopt an organizational structure appropriate to the text type, using features of coherent discourse, such as introduction, body and conclusion. They also use transitional devices and connectors that establish semantic links between sentences and paragraphs, such as cause and effect or comparison and contrast. When producing texts, they observe conventions of the writing system, such as correct spelling and punctuation, and systematically apply rules of correct grammar and syntax.

Evaluation Criteria

- Interacts effectively in a moderate range of familiar and unfamiliar situations using a variety of oral texts
- Understands a variety of oral texts and a moderate range of familiar and unfamiliar situations effectively
- Reads a variety of texts effectively
- Writes a moderate range of texts effectively for a variety of purposes

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*, *Thinks logically* and *Exercises critical and ethical judgment*.

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 in exercising rights and responsibilities*.

Adult learners exercise their communicative competency by determining a purpose for communicating and recognizing the other speaker or writer's purpose. When interacting orally, they respond appropriately to their interlocutor's interventions. They use language appropriate to the degree of formality and the topic of the exchange and adapt it to the roles, status, characteristics and needs of their audience in order to achieve their communicative purposes. The operational competency *Communicates* is exercised whenever adults are involved in real-life situations related to rights and responsibilities.

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. Language users exercise logical thinking in all real-life situations associated with the class of situations *Using language in exercising rights and responsibilities*.

Adult learners exercise logical thinking by using features of coherent discourse. They adopt an organizational structure appropriate to the text type such as introduction, body, and conclusion that ensures coherence and unity of the text. They also use transitional devices and connectors that establish semantic links between sentences and paragraphs and help to convey the logical relationships between ideas, such as cause and effect or comparison and contrast. The operational competency *Thinks logically* is exercised whenever adults are involved in real-life situations related to rights and responsibilities.

Contribution of the Operational Competency *Exercises Critical and Ethical Judgment*

The operational competency *Exercises critical and ethical judgment* is the ability to shape one's own thinking. It involves the capacity to analyze and assess the value or impact of oral and written texts in order to arrive at a critical judgment. This judgment is applied not only to the oral and written communication of others, but also to one's own. This competency is solicited in all real-life situations associated with the class of situations *Using language in exercising rights and responsibilities*.

Adult learners exercise critical and ethical judgment when they evaluate an oral or written text in terms of its purpose and audience. They use criteria in order to assess the quality of texts, such as accuracy of information and clarity of expression. Adults also distinguish between informative and persuasive language and recognize the underlying attitudes and biases conveyed by a speaker or writer's choice of words, tone, emphasis, and volume. Thus, the operational competency *Exercises critical and ethical judgment* is used whenever adults are involved in real-life situations related to rights and responsibilities.

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.

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▪ 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 secondary cycle one level, an example of a learning situation is provided in the course *Enjoyment and Entertainment II*. It demonstrates the possible interaction between a teacher and learner(s) and the integration of the compulsory elements pertinent to the learning situation.

The course 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 Secondary Cycle One Level

At the Secondary Cycle One 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 Secondary Cycle One 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 Secondary Cycle One course *Informed Choices*, the language required to deal with the class of situations *Using language to explore current issues in the media* will differ from the language required to deal with the class of situations *Using language to explore Québec and Canadian cultural expression* in the course *Enjoyment and Entertainment I* (e.g. the latter class of situations will require more aesthetic discourse, different vocabulary, etc.). And, within the class of situations, *Using language to explore Québec and Canadian cultural expression*, the language required to attend a presentation on a Québec or Canadian author will differ in some respects from that required to attend Québec and Canadian theatre (e.g. the latter will require

different functions, for example, expressing appreciation, enjoyment 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 four Secondary Cycle One 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 short information text than a short opinion text, or to write a notice than a short report).

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 vary 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. reports, interviews, discussions, conversations, debates, opinions, commercial transactions, voice mail, instructions) ▪ <i>Expressive</i> (e.g. conversations, personal accounts, personal history) ▪ <i>Aesthetic</i> (e.g. stories, anecdotes, fables, tales, legends, myths, jokes, fables, anecdotes, skits, poems, lyrics) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Transitional devices ▪ Key words and phrases ▪ Introduction, body, conclusion ▪ Main ideas and supporting details ▪ Verbal features (stress, pauses, intonation, emphasis, volume) ▪ Non-verbal features (body language, eye contact, facial expression, gestures) <p>Features specific to aesthetic discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict) ▪ Devices (e.g. similes, metaphors, personification, rhythm, rhyme, alliteration, imagery) <p>Speaking strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ Predicting ▪ Repeating, reformulating ▪ Using visual and auditory cues ▪ Using body language ▪ Observing conversation rules ▪ Adjusting volume/pace ▪ Questioning ▪ Rehearsing ▪ Summarizing ▪ Paraphrasing 	<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. commercial transactions, voice mail, conversations, instructions, reports, announcements, commercials, news briefs, reviews, discussions, interviews, opinion texts, short commentaries, debates, documentaries, talk shows, speeches, presentations) ▪ <i>Expressive</i> (e.g. conversations, personal accounts, personal history) ▪ <i>Aesthetic</i> (e.g. stories, anecdotes, tales, legends, fables, myths, jokes, films, shows, short plays, poems, lyrics) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Transitional devices ▪ Keywords and phrases ▪ Introduction, body, conclusion ▪ Main ideas and supporting details ▪ Verbal features (stress, pauses, intonation, emphasis, volume) ▪ Non-verbal features (body language, eye contact, facial expression, gestures, sound effects) <p>Cues specific to aesthetic discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict; chronological order, flashback, varied sequence) ▪ Devices (e.g. similes, metaphors, personification, rhythm, rhyme, alliteration, imagery, foreshadowing, colour, sound effects, camera work) <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, attending to key words and phrases, questioning, reformulating, paraphrasing, making inferences, using visual and auditory cues such as body language, facial expression, images, intonation, sound effects) 	<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. pamphlets, brochures, booklets, graphically organized texts, maps, e-mail, notes, memos, announcements, ads, flyers, notices, posters, reports, reviews, instructions, forms, warranties, contracts, articles, letters, opinion texts, commentaries, biographies, guidelines, directives, web sites, logs, posters) ▪ <i>Expressive</i> (e.g. personal accounts, letters, e-mail, journal entries) ▪ <i>Aesthetic</i> (e.g. stories, anecdotes, fables, tales, legends, myths, jokes, skits, poems, lyrics, short plays) <p>Discourse cues</p> <ul style="list-style-type: none"> ▪ Titles, headings, subheadings ▪ Visual cues (illustrations, graphics, layout, font and colour) ▪ Introduction, body, conclusion ▪ Main idea and supporting details ▪ Order (chronological order, order of importance, logical order) <p>Cues specific to literary discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict; chronological order, flashback, varied sequence) ▪ Devices (e.g. point of view, similes, metaphors, personification, rhyme, alliteration, imagery) <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, hypothesizing) ▪ <i>While reading</i> (e.g. recognizing formulas and models, skimming, scanning, guessing from context, rereading, adjusting rate, using reference material, highlighting, note-taking, confirming hypothesis, pausing and summarizing, making connections) ▪ <i>Post-reading</i> (e.g. summarizing, making inferences, evaluating for clarity, accuracy and consistency) 	<p>Types of discourse</p> <ul style="list-style-type: none"> ▪ <i>Informative</i> (e.g. reports, e-mail, notices, notes, instructions, posters, letters, flyers, ads, forms, records, inventories, announcements, opinion texts, reviews, logs) ▪ <i>Expressive</i> (e.g. personal accounts, e-mail, letters, journal entries, blogs) ▪ <i>Aesthetic</i> (e.g. stories, skits, anecdotes, jokes, poems, lyrics) <p>Discourse features</p> <ul style="list-style-type: none"> ▪ Titles, headings, subheadings ▪ Visual features (illustrations, graphics, layout, font and colour) ▪ Introduction, body, conclusion ▪ Main ideas and supporting details ▪ Order (chronological order, order of importance, logical order) <p>Features specific to literary discourse (literary elements)</p> <ul style="list-style-type: none"> ▪ Structure (e.g. plot, character, setting, conflict, time sequence) ▪ Devices (e.g. point of view, similes, metaphors, personification, rhyme, alliteration, imagery) <p>Writing strategies, techniques and procedures</p> <ul style="list-style-type: none"> ▪ <i>Prewriting</i> (e.g. brainstorming, mapping, clustering, free-writing, journaling, researching, interviewing) ▪ <i>Composing</i> (e.g. organizing, concept mapping, outlining, using formulas and models, using graphics and visuals) ▪ <i>Revising for accuracy, clarity and consistency</i> (e.g. conferencing, peer editing, using reference material) 	<p>Spelling</p> <ul style="list-style-type: none"> ▪ Common misspellings ▪ Homonyms and look-alikes ▪ Troublesome plurals ▪ Capitalization ▪ Hyphenation ▪ Abbreviations <p>Punctuation</p> <ul style="list-style-type: none"> ▪ End punctuation (period, question mark, exclamation mark) ▪ Initial capitalization ▪ Internal punctuation (e.g. commas, apostrophes, colons, semi-colons, quotation marks) <p>Signs and symbols</p> <ul style="list-style-type: none"> ▪ Logos ▪ Computer icons ▪ Numerals

LANGUAGE FUNCTIONS (comprehension and production)	SOCIOLINGUISTIC FEATURES (comprehension and production)	GRAMMAR (comprehension and production)	
<p>Expressive</p> <ul style="list-style-type: none"> ▪ Likes/dislikes, preferences ▪ Hopes, wants, desires ▪ Fears, worries, concerns ▪ Interests ▪ Pleasure/displeasure ▪ Gratitude, sympathy ▪ Apologies, forgiveness ▪ Approval/disapproval ▪ Agreement/disagreement <p>Informative</p> <ul style="list-style-type: none"> ▪ Report (description, narration, explanation) ▪ Classification ▪ Comparison ▪ Generalization ▪ Speculation ▪ Instruction ▪ Advice ▪ Persuasion/opinion ▪ Evaluation ▪ Justification ▪ Hypothesizing ▪ Negotiation/mediation ▪ Argumentation <p>Aesthetic</p> <ul style="list-style-type: none"> ▪ Appreciation ▪ Enjoyment and entertainment ▪ Self-development 	<p>Appropriateness to type of situation (degrees of formality)</p> <ul style="list-style-type: none"> ▪ Formal/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/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/neutrality (e.g. colleagues, friends) ▪ Inequality (e.g. supervisor-employee, parent-child) 	<p>Word level</p> <p>Morphology</p> <ul style="list-style-type: none"> ▪ Irregular plurals ▪ Irregular past forms ▪ Prefixes and suffixes <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ Synonyms and antonyms <p>Sentence level</p> <p>Grammatical agreement</p> <ul style="list-style-type: none"> ▪ Subject-verb ▪ Pronoun-antecedent ▪ Tense ▪ Person <p>Sentence structure</p> <ul style="list-style-type: none"> ▪ Coordination (coordinate clauses, coordinating conjunctions, sentence connectors) ▪ Subordination (relative, noun, adverbial and conditional clauses and subordinators) 	<p>Paragraph level</p> <p>Consistency</p> <ul style="list-style-type: none"> ▪ Person ▪ Tense ▪ Number <p>Coherence: transitional devices</p> <ul style="list-style-type: none"> ▪ Cause and effect ▪ Comparison and contrast ▪ Addition ▪ Example/illustration <p>Rhetorical elements</p> <ul style="list-style-type: none"> ▪ Formal vs. informal language ▪ Active vs. passive voice ▪ Persuasive language (word choice, emotional appeal) <p>Style</p> <ul style="list-style-type: none"> ▪ Accuracy of information ▪ Clarity of expression

Overview of Secondary Cycle One Courses

ENGLISH, LANGUAGE OF INSTRUCTION – SECONDARY CYCLE ONE (4 courses)

COURSE 1 (100 H)	COURSE 2 (50 H)	COURSE 3 (50 H)	COURSE 4 (100 H)
INFORMED CHOICES	ENJOYMENT AND ENTERTAINMENT I	ENJOYMENT AND ENTERTAINMENT II	RIGHTS AND RESPONSIBILITIES
Class of Situations	Class of Situations	Class of Situations	Class of Situations
<ul style="list-style-type: none"> ▪ Using language to explore current issues in the media 	<ul style="list-style-type: none"> ▪ Using language to explore the forms of Québec and Canadian cultural expression 	<ul style="list-style-type: none"> ▪ Exploring and appreciating the creative potential of language 	<ul style="list-style-type: none"> ▪ Using language to exercise rights and responsibilities
Operational Competencies	Operational Competencies	Operational Competencies	Operational Competencies
<ul style="list-style-type: none"> ▪ Communicates ▪ Thinks logically ▪ Exercises critical and ethical judgment 	<ul style="list-style-type: none"> ▪ Communicates ▪ Uses creativity ▪ Exercises critical and ethical judgment 	<ul style="list-style-type: none"> ▪ Communicates ▪ Uses creativity ▪ Exercises critical and ethical judgment 	<ul style="list-style-type: none"> ▪ Communicates ▪ Thinks logically ▪ Exercises critical and ethical judgment
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 and expressive texts ▪ Writing informative and expressive texts 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative and aesthetic texts ▪ Reading informative and aesthetic texts ▪ Writing informative and expressive texts 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative and aesthetic texts ▪ Reading informative, expressive and aesthetic texts ▪ Writing expressive and aesthetic texts 	<ul style="list-style-type: none"> ▪ Interacting orally ▪ Listening to informative texts ▪ Reading informative texts ▪ Writing informative and expressive texts

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